

# Student Behaviour Policy

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Policy Owner	Vice-Principal (Student Experience)
Approval Level (committee)	Trust Board
Applies To (job roles relevant to)	All staff and student
Next Review Due	September 2025
Equality Impact Assessment	

## **Policy Purpose:**

The purpose of this policy is to positively manage student behaviour across the Lighthouse Learning Trust (hereafter LLT). We will promote and expect the highest standards of student behaviour to enable high quality learning which enables students to make the academic and personal development needed to equip them for further study, training and employment

LLT is committed to positively managing student behaviour and promoting the welfare of children, young people, and vulnerable adults in accordance with the standards and expectations established in the Trust Code of Conduct and Behaviour Principles (see Appendix A).

LLT recognises that it cannot make a commitment of this kind without being committed to supporting students and effectively managing behaviour. This policy sets out how the Trust aims to adapt a culture of positive behaviour management amongst its staff team and student body. It recognises that embedding the Trust's values of Ready, Respectful and Ambitious, into the culture of all its educational establishments, is key to creating the environment where positive behaviour management can thrive.

This policy is intended for use across the Lighthouse Learning Trust. The policy should be followed and adhered to in all situations and circumstances when the behaviour of students warrants intervention, action and support.

## **Main body of policy:**

### **1. Scope**

This policy encompasses the high standards we set and promote in respect of student behaviour and conduct and applies to all students enrolled on to programmes of study across the LLT. It should be followed and adhered to in all situations and circumstances.

This policy and supporting procedures apply to all enrolled students on full or part-time study, pre-16, post-16 and adult learners, and is designed to support students through staged interventions which encourage students to be aware of their responsibilities, give opportunity for students to learn from their behaviour and enact positive changes.

This policy relates to student behaviour and conduct:

- On-site at any of the Trust sites;
- Off-site; in community facilities, in the vicinity of the College and travelling to and from College;
- On a College organised trip, placement or event;
- When accessing online and remote learning activities

The policy also applies when behaviour beyond normal College related activities has a detrimental impact on others from the College e.g., bullying (including online), harassment or actions which are considered to bring the College into disrepute. This includes adult learners and those aged 14-16 accessing college via a school partnership arrangement.

Students will be provided with support and guidance to understand their responsibilities in respect of behaviour standards and the relevant procedures that supplement this policy.

For acts of aggression or those which threaten the health and safety of others, the Trust reserves the right to involve the police. Equally if the Trust considers that the behaviour might be linked to a young person suffering, or likely to suffer significant harm, safeguarding and behaviour procedures may be applied.

### **2. Principles**

The central purpose of LLT is to transform communities ensuring that all students leave a place of learning having experienced high-quality teaching, a safe and inclusive environment, enriching activities and guidance that support them in their next phase of education training or working.

Our vision principles are for students to be:

- Ready
- Responsibility
- Ambitious

These principles shape our policies and our organisational values. We are committed to a model which safeguards students and ensures that they are ready for learning and are ambitious for the challenges in any higher education or workplace setting.

Respectful and engaged behaviour is paramount in ensuring the wellbeing of our students and also being able to access learning successfully.

Within the LLT, we believe that everyone has the right to:

- Learn without distraction
- Teach without interruption
- Feel safe (physically and emotionally)
- Feel respected and experience dignity

Promoting respectful, safe and ambitious behaviour is the responsibility of everybody who works, volunteers or has a connection with students at the LLT. Consequently, everyone who comes into contact with our students has a role to play in the promotion of promoting such behaviour ensuring that their approach is student-centred. This means that they should consider, at all times, what is in the best interest of the student and consider how best they can support them to attend college regularly.

### 3. Policy Statement

#### 3.1 Definitions

**Suspension:** A suspension is a temporary removal of a student from college. This could be in response to an incident or pending investigation into an incident that occurred onsite.

**Permanent Exclusion:** A permanent exclusion is the permanent removal of a student from college roll. The removal of a student from college roll should be used as a last resort in response to serious breaches or repeated breaches of the college's code of conduct or to safeguard the welfare and education of other students. As such, permanent exclusion is normally the final and most serious action taken by the college in its disciplinary process.

#### 3.2 Overall Aims

This policy will contribute to the effective management of student behaviour within the LLT by:

- Clarifying standards of behaviour for staff and students

- Contributing to the establishment of a safe and supportive ethos in the college, built on mutual respect, high standards and shared values
- Teaching students about behaviour management and the impact this has on theirs and others learning experience
- Alerting staff to the signs and indicators of safeguarding issues including abuse and neglect
- Developing staff awareness and understanding of effective behaviour management
- Developing staff awareness of the risks and vulnerabilities their students face by addressing behaviour concerns at the earliest possible stage
- Working in partnership with students, parents, guardians, and agencies.

This policy will contribute to supporting LLT students by:

- Addressing incidences of poor behaviour
- Taking a contextual approach to understanding the reasons and motivations behind student behaviour challenges
- Taking seriously the risks presented by poor student behaviour and the potential impact this has on students learning experience, staff and student welfare and the reputation of the Trust
- Responding in a proportionate manner that takes in to account any contextual information where appropriate

### **3.3 Organisational Expectations**

LLT is committed to ensuring that students are provided with a positive learning environment in which they feel safe and supported. Where it appears that a student is experiencing difficulties in meeting the behaviour expectations of the Trust, relevant processes will be implemented to ensure that good order is maintained in each college and that support is provided to address and resolve any behaviour challenges. For students under the age of 19, LLT will ensure that parents/guardians are informed at all stages.

All staff employed by LLT are responsible for ensuring that relevant procedures are followed, and accurate records are kept. Reasonable adjustments to the implementation of this policy can be approved by a senior leader subject to the relevant needs of individual students, for example, if there are learning support needs which need to be considered to further support the student or where extenuating circumstances exist.

If there are concerns about a student's welfare in relation to safeguarding or mental wellbeing, the staff member should report these concerns to the safeguarding team.

All staff members will receive appropriate induction and support in respect of this policy and supporting processes. The stressful and traumatic nature that can occur when addressing serious incidents of poor behaviour is recognised by LLT and support will be provided to staff and students as required in such events.

Where a student's conducts warrants, suspension and in limited cases, permanent exclusion, this will be considered in accordance with the associated policy and procedural compliance.

### **3.4 Staff Expectations / Shared Responsibility**

All LLT staff have a duty and responsibility to act in accordance with this policy and supplementary procedure in the event they witness or are informed of poor student behaviour, irrespective of their role.

Consistency is key to implementing a positive culture and promoting desired behaviours. It is therefore vital that all members of the academic community share the responsibility of a culture of positive behaviour management. All staff should share responsibility for promoting good behaviour and the Trust values and code of conduct.

Teaching staff should agree the standards and values expected/required from students at the start of the course based on the Trust values and code of conduct. These should be made clearly visible and applied consistently. This applies to classrooms on site and online teaching forums.

LLT Code of Conduct and Behaviour Principles will be widely shared with students, parents, placement providers and other stakeholders. Positive behaviour should be rewarded and recognised using positive behaviour management interventions in accordance with the relevant procedures.

### **3.5 Active Involvement of Parents and Carers**

LLT believes strongly in the power of working in close co-operation with parents and of the rights and desirability of parents / carers to be actively involved in the education of their child.

It is the policy of the Trust to actively seek the involvement and support of parents and carers in respect of behaviour concerns that may arise

## **4. Students with SEND/ EHCP / LLDD**

LLT sets the same high standards and expectations regarding behaviour for all students but recognises that reasonable adjustments may be required in order to appropriately address the behaviour challenges of students with learning support needs.

Where appropriate, in consideration of the individual learning support needs of a student, reasonable adjustments can be made to associated student behaviour procedures and processes to enable to ensure an appropriate assessment and outcome can be achieved. This may include but are not limited to adjusted timescales, alternative ways to capture the young person's views (via a champion

and/or written statements) parent/carer meetings or telephone updates or consideration of alternative pathways and courses.

## **5. Positive Behaviour Management**

It is the policy of LLT that at all stages of behaviour management and interventions that students are provided with access to guidance and support from Trust services.

The Trust believes that taking a positive approach to behaviour management has been shown to be the most effective method of achieving a happy and effecting academic community. This is based on three key areas of research:

- The positive impact of recognition and reward
- A restorative approach to responding to unwanted behaviours
- A recognition that trauma in early life, can continue to have impact in the future and working in a trauma informed way has positive impact

### **5.1 Positive Reinforcements and Rewards**

LLT recognises the power of making explicit the desired standards of behaviour for learning and of positively reinforcing high standards of learning and co-operative behaviours. This has both an impact on teaching and has a motivational role in helping students to realise that good behaviour is valued. Celebration of positive behaviour underpins all aspects of academic life.

Rewards for students are highly effective in promoting good behaviour. It is important they are applied consistently with all students. These can include:

- Verbal praise
- Reward comments on ProMonitor
- Positive calls / emails / text messages to students, parents & carers
- Attendance rewards / reward points for events
- Tutee of the week
- Celebration newsletter
- Celebration event

### **5.2 Restorative Practice**

LLT believe in the principles of restorative practices as they ensure that students can foster safe, respectful, positive relationships. Restorative practices are delivered using restorative approaches. It is solution focused, deepens, and develops student's understanding of the spiritual, moral, social and cultural aspects of life.

The Trust will seek to apply an educative approach to behaviour challenges, helping those involved to learn how to adjust their behaviour to the standards we expect. Using these opportunities for personal development is one of the most powerful means of self-improvement.

Restorative approaches are based on six key principles:

1. Restoration: address and repair harm

2. Voluntary: based on an informed choice. The individuals involved want to rebuild.
3. Neutrality: fair and unbiased towards all participants
4. Safety: a safe space for expression of views
5. Accessibility: Non-discriminatory and available to all
6. Respect: respectful of the dignity of all involved

The restorative approach requires all staff to be aware of the principles of the restorative process and have the ability to apply them in resolving situations in their classes and around the college. To be a restorative college we will endeavour to make restorative statements part of our everyday language. In any restorative meeting, staff will use the following questions:

- What happened?
- What were you thinking at the time?
- How do you feel about it now?
- Who do you feel has been affected and how?
- What needs to happen to put things right?

### **5.3 Trauma Informed Practice**

It is the policy of the Trust to be a trauma informed educational setting. This is one where all adults recognise and respond to those young people who have experienced trauma in a way that meets their social, emotional and mental health needs.

Children and young people may experience trauma through a number of different ways. Research into adverse childhood experiences (ACEs) consistently shows that adverse experiences in childhood are associated with an increased risk of mental health problems and other problems in later life (Early Intervention Foundation, February 2020). However, it must be noted that there are also several other experiences and factors that might contribute to poor outcomes, including economic disadvantage and discrimination.

However, we cannot assume that if an individual experiences ACEs as a child, negative health and wellbeing outcomes are inevitable. The likelihood of ACEs impacting future health and wellbeing is different in every individual and depends on a variety of factors, most particularly, levels of resilience. Research has also explored what the benefits may be if interventions are implemented for those people who have experienced adverse childhood experiences. Protective and Compensatory Experiences (PACEs) are experiences which buffer trauma and stress. A number of protective and compensatory experiences have been identified through research that can reduce the harmful impact of ACEs.

## **6. Prohibited Items**

The Trust recognises the following as prohibited items:

- knives and weapons;
- alcohol;
- illegal drugs;
- nitrous gas;
- stolen items;
- fireworks; or
- pornographic images; or
- any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or
  - damage to property of; any person (including the student).

LLT will follow the Searching, Screening and Confiscation policy and procedure when there is a belief that a student may be in the possession of a prohibited item. The consequences of possession of such an item will follow the Behaviour Management Procedure.

### Document History

Version	Purpose/Change	Author	Date
1.1	New document	AGR	18.04.23

## Appendix A – Trust Code of Conduct and Behaviour Principles

### Code of Conduct

Everyone deserves a disruptive free learning and working space. To ensure that everyone can work in enjoyable surroundings, you are you are expected to observe our code of conduct at all times.

### Make lessons productive

- Be on time to all learning opportunities
- Ensure if you are absent, you inform the college and contact your teachers
- Bring the correct equipment to each session (e.g. pen, paper, folder, calculator)
- Take part fully in all class activities and complete classwork, homework and coursework
- Meet deadlines and fulfil private and supported study tasks
- Switch **off** mobile phones during learning sessions
- Bottled water may only be drunk during lessons



**Respect your college environment**

- Remove any rubbish using the bins and recycling areas provided
- Keep the eating areas clean and tidy by clearing any spills
- Breakfast and lunch may be eaten in the canteen or outside areas only
- Small snacks such as chocolate or granola bars may be consumed in student areas provided rubbish bins and recycling areas are utilised
- Be respectful of college property and treat it with consideration

**Respect other people**

- All staff, visitors and students should be treated with courtesy at all times
- Follow instructions from members of staff at all times. Sometimes the reason for the instruction may not be apparent but should be raised after following the instruction.
- Students must wear their lanyard ID cards at all times around the college campus unless requested by a member of staff to remove them for a learning session
- Use of offensive language or images is not acceptable (including language and/or images on clothing)
- No inappropriate displays of affection
- Ensure that noise is kept to a minimum at all times to respect staff and students who are learning / teaching or being examined
- Ensure that headphones are used for any music, podcasts or audio learning that may disturb other students and members of staff or visitors
- Keep skateboards and ball games to designated areas only

**Be healthy**

- Smoking and vaping are not encouraged and support will be provided for those who wish to stop such habits. For those that chose to smoke or vape, this is only permitted in the designated smoking area
- You must not carry, consume or be under the influence of alcohol or any other substances while on college premises or when taking part in off-site activities