

## Student Behaviour Policy

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## Document Control

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## Contents

Section	Section Title	Page Number
1	Purpose	3
2	Scope	3
3	The Three R's	3
4	Contact with Parents and Carers	4
5	Misconduct	5
6	Review and Monitoring	6
7	Equality Impact Assessment	6

## 1. Purpose

The purpose of this policy is to set out the expected standards and expectations of behaviour for all students and to support staff in challenging unacceptable behaviour. This policy sets out the expectations BSA has of students behaviour and the associated consequences of failing to meet those expectations.

BSA recognises that the first step to modelling good behaviour is leading by example. This means that all staff and visitors to the Centre must act professionally, responsibly and with integrity. We work hard to ensure that discipline is consistent across the Centre so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately and without discrimination.

## 2. Scope

This policy applies to all students on all programmes.

## 3. The Three Rs

To promote a culture of positive behaviour all staff and students are expected to demonstrate the 'three Rs':

- Respect
- Responsibility
- Readiness to Learn

### Respect

Show Respect:

- for knowledge and learning
- for yourself, towards staff and other students
- for the opinions, feelings and abilities of other students and staff
- for the diversity of students
- for BSA and its properties and facilities
- by discouraging bullying or harassment of others

### Responsibility

Demonstrate a passion for learning by:

- making a positive contribution in workrooms, in the workplace and within all BSA activities
- showing commitment to learning
- displaying a 'will do' 'can do' attitude
- handing work in on time
- attending all scheduled sessions, including, where appropriate, English and maths and other sessions or activities that enhance employability personal

effectiveness

- engaging with student support to improve performance
- taking the initiative to improve or maintain the Centre, its grounds or help BSA staff without being asked e.g. by taking your litter with you, reporting breakages of equipment, assisting staff in preparing sessions
- taking the lead in BSA work, projects, progress reviews etc. and encouraging others to join in
- stepping forward when others step back

## Readiness to Learn

Be a role model by:

- preparing for learning e.g. wearing the correct PPE,
- being on time and motivated to learn new skills, knowledge and behaviours
- taking part in BSA focus groups and enrichment activities
- being involved in volunteering and/or charity work and find industry placement opportunities
- being proactive during progress reviews in discussing ability, progress and the setting of challenging targets
- managing time well to meet deadlines and targets
- responding positively to feedback on how to improve the quality of work or behaviour
- thinking about the future and how your studies will provide the stepping stone to the desired outcome
- taking responsibility for yourself and making the most of the opportunities to improve English and maths skills to support work readiness

## 4. Contact with Parents and Carers

For many students, parents and carers play a big part in supporting and encouraging them to take responsibility for their behaviour. Where appropriate, parents and carers will be asked to support their dependents learning. This includes informing BSA of any special educational support needs.

We will invite parents and carers to attend progress meetings with staff to discuss any behaviour issues and to support any behaviour improvement targets 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 encourage parents and carers to communicate with BSA if they have a concern about the student's behaviour. We promote good behaviour within the curriculum and provide regular reminders and reinforcement of BSA 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 in order to take full advantage of the educational opportunities available to all students. An Individual Behaviour 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.

## 5. Misconduct

Misconduct means inappropriate and unacceptable behaviour which breaches the Purpose of this policy. Some examples of behaviours which are unacceptable to BSA 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 three of the disciplinary procedure and possible exclusion

The following behaviour is regarded and completely unacceptable and will always result in action under the Student Misconduct Procedure and possible exclusion:

- Persistent verbal abuse to staff, students and others
- Physical abuse to/attack on staff or students
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs
- Misuse of other substances
- Theft
- Serious actual or threatened violence against another student or member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Arson
- Any action that brings BSA into disrepute, on or off site
- Unacceptable behaviour which has previously been reported and for which BSA sanctions and other interventions have not been successful in modifying the student's behaviour
- Behaviour that falls under the PREVENT agenda

**The following items are not allowed on BSA premises under any circumstances:**

- Knives and any other weapons
- Alcohol
- Drugs, including 'legal highs'
- 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

## **6. Review and Monitoring**

This policy will be monitored and reviewed annually by the Head of Centre in conjunction with managers.

The effectiveness of the policy will be measured through:

- Analysis of stakeholder feedback
- Analysis of complaints and disciplinary trends

## **7. Equality Impact Assessment**

BSA is committed to the promotion of equality, diversity and providing a supportive environment for all members of its community. Our commitment means that this policy has been reviewed to ensure that it does not discriminate (either intentionally or unintentionally) any of the protected characteristics of age, disability, gender (including gender identity), race, religion or sexual orientation and meets our obligations under the Equality Act 2010