

INTRODUCTION

Effective teaching and learning can only take place in a well-ordered environment. Promoting positive behaviour requires the commitment of all staff and students and consistency of practice is needed across the organisation to ensure that students know the standards of behaviour expected of them.

We are fully committed to multi-agency working which we know to be vital in some situations. We believe that this document offers a strong foundation for our successful behaviour management at Anglia Professional Training (APT).

OUR POLICY STATEMENT

- APT ensures that students and employers are fully informed of the expectations policy by communicating it through the organisation's rules, prospectus, newsletters, website and other normally used channels.
- APT has communicated the expectations policy to all new and existing students through the student induction process, prospectus, student notice board, student newsletters, student forums, website and within the curriculum wherever relevant.
- APT will seek to ensure that the policy and procedures are accessible to employers and students by providing these in appropriate languages and formats where requested.
- APT will ensure that all staff are consulted regularly about the policy and its implementation.
- APT has communicated the expectations policy to all staff by providing copies of the policy and through the staff training programme.

Behaviour

- APT defines acceptable behaviour as that which promotes courtesy, respect, successful learning, a pleasant atmosphere, co-operation and consideration from all students in their relationships with other students, staff, visitors and other persons within and outside APT's premises.
- APT has identified unacceptable behaviour as that which includes
 - disruption of learning,
 - failure to follow staff instructions
 - failure to complete appropriate work
 - name calling,
 - verbal abuse,
 - Misuse of internet and / or computer equipment and software
 - threatening language or behaviour,

- intimidation,
- physical abuse,
- promoting violence, abuse or disruption of students
- bullying and harassment, including internet - or phone-bullying
- racist, sexist or homophobic abuse and abuse aimed at people with disabilities
- the taking or selling of illegal drugs on APT's premises
- bringing alcohol into APT's premises or being in APT's premises under the influence of alcohol
- bringing weapons into APT's premises

This list is not exhaustive

Attendance

To raise levels of achievement by ensuring the highest possible levels of attendance, punctuality and involvement in the centre, APT will:

- Keep an accurate and up to date record of attendance
- Inform employers of attendance and punctuality issues
- Identify causes of non-attendance and take action
- Support students to improve attendance

Staff Responsibilities:

- Implement Attendance Policy and inform employers
- Monitor and review Attendance Policy annually
- Set and monitor attendance targets
- Give attendance a high profile at any contact with employers and students
- Meet with employers to discuss attendance problems as soon as they are identified
- Involve Local Authority where student is under 18
- Look for patterns of absences and consider impact of curriculum upon attendance alongside other possible causes
- Take prompt action where students are late or absent without explanation

Students Responsibilities

- Be on time for lessons
- Contact us to explain absences
- Tell your Tutor if having any problems attending

Process for Students Aged Under 18

If a student does not attend a session and has made no contact, the employer should be informed.

Establish a reason for non-attendance.
Mark attendance as not attended.

Persistent Absence Process

Where a student's attendance falls below 90%, the learner coach will contact the student to establish reasons and check if any support is required.

Monthly reports are sent to any fee paying employers which will highlight attendance concerns.

When attendance falls below 85%, the learner coach will arrange a meeting with the student and employer. This meeting will explore patterns of absence and potential reasons and produce an action plan to improve attendance.

DEVELOPING CAPACITY

Training and professional development for all staff

- APT will provide for the training and development of all staff on behaviour management matters through induction training for all new staff, and specifically-tailored training.
- APT undertakes annual reviews of the continuous professional development needs of all staff as part of the staff training and development policy.
- APT provides opportunities for staff to develop their knowledge and skills in relation to such issues as:
 - implementing APT's expectations policy;
 - logging and recording of incidents;
 - classroom management;
 - learning styles;
 - equal opportunities and anti-discrimination;
 - techniques for promoting positive behaviour.
 - anti-bullying awareness
- APT will review practices regularly and remind staff so that all are aware of the procedures to be followed in the case of poor behaviour necessitating another's intervention, or in an emergency.

Clear roles and responsibilities

- APT ensures that all staff job descriptions include appropriate reference to behaviour and that all staff are aware of guidance.

MEETING NEEDS

Student involvement

- APT encourages students to take responsibility for their own learning and behaviour.

- APT encourages students to take responsibility for developing a positive behaviour culture within APT.

Employer involvement

- APT ensures that employers are informed promptly of any concerns regarding their employee and are given the opportunity to be involved in responding to their needs.
- APT provides opportunities to encourage employer involvement and support for the expectations policy.

This policy has been approved and authorised by:

Name:

Position: Managing Director

ANNEX1

The use of force or restraint

In some cases members of APT staff or other authorised persons may need to use force or restrain a student for his or her own safety or the safety of other students.

Staff Procedures for Restraint

No staff are authorised to use restraint unless specifically trained to do so. In the event that staff are trained, these are the circumstances that may warrant the use of restraint:

- Committing a criminal offence (or what would be a criminal offence if the student were not under the age of criminal responsibility)
- Injuring him/herself or someone else
- Causing damage to property, including their own

Alternative non-physical strategies should where appropriate be tried before any physical restraint is used such as:

- Use of assertive skills such as the "broken record", in which an instruction is repeated until the student complies.
- Use of a distracter to interrupt the behaviour (such as a loud whistle when a fight is taking place), long enough for other methods of verbal control to be effective.
- Other techniques designed to defuse the situation, such as the avoidance of confrontation, or the use of humour (in these cases the incident can be dealt with later when emotions are no longer running high).

If physical restraint is used then:

- Tell the student what you are doing and why – Try not to shout: try to remain calm.
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the student what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use clear and simple language
- Hold limbs above a major joint if possible e.g. above the elbow

- Relax your restraint in response to student's compliance.

Following an incident, a student restraint form should be completed. The form requires discussion of the incident with the Managing Director.

It is recognised that in an ideal world we would hope not to use physical restraint. If it does have to be used then the company policy **must** be followed. Our primary concern must be to resolve any crisis situation as calmly and as effectively as possible.

If force is used, a written record will be required to justify your actions.

Expectations
(Needs tutor input – what do we want to happen?)

Please Help Us to Help You

What We Expect of You

- Please keep mobile phones on silent and put away whilst in the classroom
- Please be polite and courteous to all staff, students and visitors
- Please respect the rights of others to learn by avoiding disrupting lessons
- Please be on time for lessons and let us know if you can't be here

What You Can Expect from Us

- We will provide the best possible learning environment for you
- We will always be respectful to you and listen to your views
- We will support you through your course and provide additional opportunities for you to learn
- We will communicate with you about your progress and provide guidance to ensure you succeed