

Positive Behaviour Policy: Ready, Respectful and Safe

**TO BE READ IN CONJUNCTION WITH THE POSITIVE
BEHAVIOUR PROCEDURE**

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Policy author	Ben Gamble
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1. POLICY STATEMENT

- 1.1 BMet College is committed to creating an environment where positive behaviour is at the heart of productive learning. The college has high expectations of all staff, students and stakeholders and therefore everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.
- 1.2 All members of staff have a responsibility, and in some cases a legal duty (for instance concerns arising from safeguarding issues), to act on concerns regarding student safety, behaviour or conduct in line with the Ready, Respectful, Safe ethos. Where a safeguarding issue is suspected the appropriate action should be taken (see Safeguarding Policy for further guidance). In these instances, if appropriate, a Designated Safeguarding Lead will conduct an Investigatory Meeting, which may result in the application of the Student Disciplinary Procedure.
- 1.3 Aim of the Policy
- (a) To promote a culture of excellent behaviour and positive respectful relationships
 - (b) To provide support for students to ensure they are ready to learn and are able to progress.
 - (c) To help students own their behaviour and to recognise the impact their behaviour has on others.
 - (d) To recognise the impacts of experienced trauma and the supportive strategies to develop positive behaviour
- 1.4 Objectives of the Policy
- Each student should be treated as an individual, and therefore understanding their needs through high quality one-to-ones and other interactions is key. To develop a culture where students feel Ready, Respectful and Safe, it is vitally important that all our students feel that they belong in the college. Therefore, the pastoral support and tutorial programme provided in the initial stages of their programme, and throughout their time in the college is crucial to help identify individual needs, get to know the students and provide support, and develop a productive relationship. The objectives of the policy therefore strive to provide simple, practical procedures for staff and students that:
- (a) Set clearly defined expectations which are communicated timely and revisited regularly
 - (b) Positively reinforce excellent behaviour
 - (c) Promote self-discipline and self-esteem
 - (d) Teach appropriate behaviour through the use of positive language, intervention strategies and support
 - (e) Explore the communicative function of behaviour, looking at the factors underpinning the behaviour, and viewing these as potential vulnerabilities which require support
 - (f) Clearly map the consequences of poor behaviour.
- 1.5 This procedure documents the Ready, Respectful, Safe and disciplinary process that will apply if a student is not meeting the College's expectations

or otherwise behaves in a manner that is harmful to the physical or mental wellbeing of staff or students.

- 1.6 The stages of the procedure are supportive of student retention rather than punitive, helping them to make better decisions in the same or similar contexts in the future, however, it does also detail processes that can lead to a student being excluded from college.
- 1.7 This procedure will only become active once teachers have exhausted all steps outlined in the informal process and where additional support to modify a student's behaviour is required to ensure any disciplinary action (warning) is implemented and communicated as a learning opportunity, in that their purpose is to support the student to understand how the expectations were not met, the importance of meeting the expectations and options they have to resolve this and prevent further consequences being implemented, or where serious poor behaviour occurs.

2. PRINCIPLES

- 2.1 At BMet we aim to provide an enjoyable and stimulating experience for all our students and apprentices, helping them to gain new skills, confidence and qualifications for their future pathways. We expect them to work hard, taking full advantage of the expert help from teachers and support staff.
- 2.2 We have a supported culture at BMet where everyone is expected to be **Ready, Respectful and Safe** in all contexts.
- 2.3 The following are examples of being **Ready**:
- Attend all lessons and tutorials
 - Arrive on time
 - Come to the college prepared to work and bring appropriate equipment
 - Do your best to achieve and succeed
 - Meet deadlines for handing in work
 - Ask for help
 - Turn off electronic devices during lessons, unless these are being used for learning
 - Complete the tasks and assignments you are given
 - Dress appropriately
- 2.4 The following are examples of being **Respectful**:
- Be polite at all times
 - Treat colleagues, peers and staff with mutual respect and care
 - Attend every session
 - Arrive on time
 - Allow others to work or study without disruption
 - Focus on the lesson activities
 - Treat the college environment, facilities, equipment and resources with respect and care
 - Be proud of being part of the college community
 - Eat and drink in designated places in the college
- 2.5 The following are examples of being **Safe**:

- Wear your ID badge so that they can be seen for Safeguarding
- Be in the right place at the right time
- Follow Departmental health and safety guidelines
- Avoid sitting on the floor in corridors to avert causing a safety hazard
- Report any accidents or unsafe situations
- Use the internet appropriately
- Adhere to the college guidance on the wearing of head coverings.
- Keep hands, feet, objects and personal comments to yourself

2.6 Positive and productive relationships are central to excellent behaviour management. BMet recognises students who go 'over and above' expectations. Excellent behaviour is valued, appreciated and recognised in a variety of ways including

- Classroom recognition
- 'Well done' postcards/phone calls/texts
- Departmental Commendations
- Departmental Rewards
- Departmental Awards
- Directorate Awards
- College Awards
- External Awards

3. RESPONSIBILITIES

3.1 This procedure applies to all BMet students regardless of the duration of their time at BMet (e.g. one day programme; year-long programme, etc.) and in addition will apply to students utilising college transportation, attending work placement, offsite visits, and other college sponsored trips and activities. Should the student be near or past their end date of the programme this process should still apply when warranted.

3.2 For concerns around attendance please refer to the Attendance Policy and Guidance for Staff and Students.

3.3 The College expects that members of staff will work with students and Personal Tutors to resolve poor behaviour and poor performance or other minor issues informally, through **early** discussions and interventions (supportive strategies) using the 5 steps detailed in section 4 (informal process), before formal disciplinary procedures are considered. This expectation does not extend to behaviour that could be considered to be serious poor behaviour, which will be dealt with by moving directly to formal procedures.

3.4 At each stage in the process students will be clearly informed of what is expected of them and what stage in the process has been reached (informal or formal). Students may request advice and guidance on the operation of the formal Disciplinary Procedure at any stage in the process. A member of the Student Services team will be available for this purpose.

3.5 The Department Manager/Director and Personal Tutor must ensure that each stage of the formal Student Disciplinary Procedure is clearly recorded on ProMonitor and the evidence for each stage is clearly documented and

uploaded to ProMonitor. This will ensure that if the case is referred to Stage Three, the panel has a clear picture of each stage of the process.

- 3.6 Exceptional Enrolments apply to students (those progressing onto another programme and in some circumstances students new to the college) who have been enrolled onto a programme subject to specific conditions. It is therefore imperative that students with conditions attached to their enrolment receive a letter clearly explaining the expectations, agreed targets and actions within one week of enrolment. Prior to sending, the content should be approved by the Department Manager or Director. Department Managers should ensure that progress against targets is reviewed with the student on a weekly basis to help them stay on track. ProMonitor should be used to record the targets, actions and progress. If the student does not meet the expectations, the process within this policy should be instigated.

3.7 Individual Responsibilities

All Staff:

- Welcome the Students as appropriate
- Model positive behaviours
- Consistently promote and support everyone to be **Ready, Respectful and Safe**
- Follow up every time, retain ownership and engage in reflective dialogue with students using positive language
- Recognise positive behaviour
- Share good practice
- Celebrate students that go above and beyond expectations

Teachers & Inclusive Support staff:

- Timely start to sessions and be fully prepared for each session

Administrative Staff

- Support Departmental managers and leadership team in the administration of disciplinary proceedings e.g., arranging meetings, taking minutes, arranging disciplinary hearing packs etc.

Departmental Managers

- Be a visible presence around corridors/classrooms to promote and support everyone to be **Ready, Respectful and Safe**
- Support staff during Restorative Meetings, when necessary

The Leadership Team:

- Be a visible presence around corridors/classrooms to promote and support everyone to be **Ready, Respectful and Safe**
- Celebrate students and staff that go above and beyond expectations
- Support Department Managers to manage persistent, more complex and/or serious poor behaviour
- Complete notification of Suspension on ProMonitor when required
- Use behaviour data to assess behaviour, evaluate the impact of this policy and target staff development to ensure everyone is Ready, Respectful and Safe

4. PROCEDURE

4.1 In addition to reading this policy please refer to the positive behaviour procedure for guidance which outlines the full process and includes a flowchart for reference.

4.2 Informal: Promoting Positive Behaviour

- Students are responsible for their behaviour. All staff should deal with poor behaviour without delegating either the task or the accountability. The person best placed to manage the behaviour of a student is the class teacher or the member of staff who was there at the time.
- When students decide not to be **Ready, Respectful or Safe** staff should use their **professional judgement** alongside the **Five-step** process, **outlined in the guidance document**. The **Five steps** help to give direction; they do not contain the solution. For the vast majority of students, a gentle reminder or nudge in the right direction is all that is needed, however for some students more supportive measures and interventions will be required. Praise the behaviour you want to see.
- When managing behaviour, staff should give consideration to the impacts of trauma, using the “connect before you correct” approach, by looking beyond the challenging behaviour displayed and questioning what feelings and emotions might be driving the behaviour.
- Staff should always implement the steps within the guidance, calmly and with care and students must be given ‘take up time’ between each step.

Should poor behaviour continue following implementation of the **Five steps**, the final stage of the informal process will be applied, where the personal tutor will meet with the student to understand the reasons behind the cause for concern.

If the student fails to improve or fulfil the conditions agreed, the personal tutor (or subject tutor for students without personal tutors) will progress the matter to **Stage One** of the formal disciplinary process.

4.3 **Trauma informed Practice considerations**

The importance of viewing behaviour in context

All behaviour should be viewed within the context of important relationships rather than looking for causes that lie directly within the student. When we interact with others, the context in which our actions take place can have a significant role in shaping our behaviour.

The importance of exploring the communicative function of behaviour

All behaviour has a communicative function, and it is important to look at the factors underpinning the behaviour. Students who present with challenging behaviour should be viewed as vulnerable rather than challenging. You

should respond to the feelings and emotions that drive certain behaviours, rather than the behaviour itself.

The importance of maintaining clear boundaries and expectations around behaviour

Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help students feel safe, their educational environment needs to be high in both nurture and structure. Students need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring environment. Natural rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise students from their peers, college community and family, leading to potentially more negative behaviour.

The importance of being non-judgemental

Behaviours are an indicator of emotion, and not all behaviours are therefore chosen. When trying to make sense of behaviour it is important to avoid any responses that might make the student feel 'shame' (such as public sanctions) and respond in an empathic and caring manner. It is also necessary to ensure opportunities for reparation.

4.4 Formal Student Disciplinary Process

The student disciplinary process consists of three stages which are outlined clearly in the **guidance**:

- Stage One (cause for concern)
- Stage Two (case conference)
- Stage Three (disciplinary hearing)

Additionally, an appeal from a student can be submitted should the outcome of the stage three disciplinary be contested.

5. COMPLIANCE

5.1 If a student has an **Education, Health and Care Plan (EHCP)**, has **special educational needs or disability (SEND)**, is a **Child Looked After or Care Leaver**, or has English as a second language, this must be taken into account when implementing any disciplinary process, both informal and formal. It is essential any staff refer to agreed support plans and make contact with the Inclusion Support team (refer to ProMonitor) or the Safeguarding Team (Designated Teacher) in the case of a Child Looked After or Care Leaver. If the student has English as a second language, consideration as to the need for an interpreter should be made. The college has legal responsibilities to make reasonable adjustments. The approach to Formal Behaviour meetings for students with identified support needs must take the need and any existing support plans and adjustments into account. Where a student has an EHCP a member of the Inclusive Support Team should be in attendance at meetings for stage two, three and appeals.

5.2 The outcome of the Formal Behaviour process may be a recommendation around changes to support plans if these are not working for the student.

- 5.3 The impact of prior experienced trauma must be considered throughout the implementation of the policy and procedure, with reasonable adjustments considered for all students at each stage. Appropriate support should be reviewed/considered and sought through the college's pastoral & welfare services by tutors and managers.
- 5.4 For **subcontracted provision**, subcontractors should follow their own procedures, but the College should be notified if a student is excluded by the subcontractor.
- 5.5 Students on **14-16 programmes** are subject to the disciplinary procedures of the College, however every effort should be made to resolve concerns with the school/commissioning body prior to embarking on the Student Disciplinary Procedure. The relevant subject tutor will act as the student's tutor and ensure that the relevant partner school/commissioning body is informed and consulted on all disciplinary issues. A member of the partner school/commissioning body should be present for both informal and formal meetings.
- 5.6 It is essential that all processes are completed in a timely manner to bring about resolution and to minimise any non-attendance where a student is suspended pending investigation or formal behaviour process. Therefore, the management and leadership team should ensure time is allocated to meet the needs of the timescales within this process.
- 5.7 All action plans should include the support to be provided to reintegrate the student and ensure they are not disadvantaged academically by any absence during the process.
- 5.8 Record Keeping: Details of each stage of the Student Disciplinary Procedure must be recorded on ProMonitor through the creation of a meeting, with all supplementary documents such as letters and record sheets uploaded. All discussions, targets set, actions agreed, and support put in place must also be recorded on ProMonitor.
- 5.9 Safeguarding related concerns: Any instances where a potential or related safeguarding concern is identified must be reported to the DSL, these include any forms of Peer on Peer Abuse, Sexual Violence or any other form of abuse including where there has been Police involvement in the incident.
- 5.10 Quality Assurance and Improvement: In order to ensure the disciplinary hearings are being carried out fairly and consistently, the Vice Principal Curriculum and Quality will review disciplinary records, sampling the quality of records and report compliance with procedure, and produce an analysis of disciplinary data throughout the year as part of the Senior Leadership Quality Report.
- 5.11 Communication linked to the Student Disciplinary Procedure: The Student Disciplinary Procedure will be published on the College Web-site and ProPortal and students will be made aware of the procedure during Induction. In addition, the college has standard letter templates and report forms for each stage of the Student Disciplinary Procedure, which will be used to ensure consistency of the content and quality of information provided. Any

adaptations wishing to be made to these letter templates require authorisation from the relevant Department Director or College Vice Principal.

6. **SEARCHING STUDENTS**

6.1 In accordance with the Education Act 2011 and with a commitment to fostering a safe and respectful learning environment, BMet's comprehensive behaviour policy prioritises positive reinforcement, clear expectations, and mutual respect among students and staff (RRS).

6.2 Recognising the diverse needs and rights of our student body, the college will not exercise its statutory powers to search students for prohibited items. Instead, BMet will emphasise preventative measures, including effective communication, trauma informed strategies, and supportive interventions.

6.3 Our approach is designed to build trust and responsibility, encouraging students to engage in responsible self-management and respect for others.

6.4 This policy stance aligns with our educational values and promotes a more inclusive and supportive college community.

6.5 Any student suspected of bringing in a prohibited item onto college premises should be dealt with in accordance to the Positive Behaviour Procedure.

7. **DEALING WITH RACISM**

7.1 **Overview** BMet College is committed to providing a safe and inclusive environment where all forms of discrimination, including racism, are actively addressed through trauma informed understanding and education rather than purely punitive measures. Racism, whether overt or subtle, has no place in our community.

7.2 **BMet defines racism as** *“Explicit or implicit discrimination, prejudice or antagonism by an individual or group against a person or people marginalised in Britain on the basis of their race.”*

7.3 **Approach to Addressing Racism**

We approach incidents of racism with students through our positive behaviour policy, safeguarding policy and procedures with a trauma-informed mindset, understanding that such behaviours can be symptomatic of learned biases, lack of awareness and therefore can be complex. Whilst being clear that the causes of racist behaviour can often come with complexities and learnt behaviour our approach is to not tolerate such behaviours and 'call out' racism and in doing so support students to gain understanding through restorative practices and ultimately change future behaviours.

Perpetrators of racism are expected to engage openly in dialogue and adhere to the procedures outlined in this policy. Should an individual fail to participate

constructively, or in cases where a Director deems the situation beyond restoration, appropriate disciplinary actions may be necessary to uphold the college's commitment to a safe and respectful environment.

7.4 Policy Implementation

- (a) **Supportive Dialogue:** When instances of racism occur, staff members will engage with the individuals involved through constructive conversations. This aims to understand the underlying issues and educate on the impacts of racism.
- (b) **Restorative Practices:** We prioritise where appropriate restorative meetings where those affected by racism have the opportunity to express their feelings and work towards repairing harm in a supportive environment.
- (c) **Reflective Practice:** Encouraging students to reflect on their actions and the potential impact on others, fostering an environment where they can learn from these experiences without fear of shame or exclusion.
- (d) **Additional Interventions:** Where appropriate Students involved in racist incidents will participate in facilitated educational sessions focused on diversity, inclusion, and the personal and social implications of racism to better support their understanding.

Restorative meetings should utilise the format within the Positive Behaviour Procedure

7.5 Trauma-Informed Considerations

- **Awareness of Trauma:** Recognising that both victims and perpetrators of racism may have experienced trauma.
- **Non-Judgmental Approach:** Maintaining a non-judgmental stance facilitates open dialogue and healing, ensuring that responses focus on understanding and growth rather than blame.

Consistent Boundaries: Firm yet compassionate boundaries are established to guide appropriate behaviour, maintaining both educational growth and personal safety.

8. OTHER RELEVANT POLICIES AND PROCEDURES

Access to the below policies can be found [here](#).

The Positive Behaviour Policy should be read in conjunction with the **Positive Behaviour Procedure** and the following policies:

- Child Protection & Safeguarding Policy
- LLDD and Vulnerable Learners Policy
- Diversity and Inclusion Policy

- Student Attendance Policy and Guidance (Student and Staff)
- Mental Health Policy
- Fitness to Study Policy
- Inclusive Support Policy
- Assessment, Internal Quality Assurance and Moderation Procedure
- Assessment Malpractice Policy
- Academic Appeals Policy
- Remote Teaching and Blended Learning Policy
- HE Academic Standards Policy
- HE Assessment Policy
- IT and Social Media Usage Policy

9. POSITIVE BEHAVIOUR PROCEDURE CONTENT

Details of the 5-step informal process

- Reminder of Expectations
- Reminder of Expectations in Step 1
- A Scripted Approach
- Student is spoken to away from others, boundaries are reset.
- Restorative Meeting.

Details of the final stage of the informal process

- Student/Tutor discussion

Stage One, Two and Three of the Formal Process

- Cause for Concern
- Case Conference
- Disciplinary Hearing

Appeals Procedure

Appendices 1-8

- Format of Disciplinary Hearing
- Format of Appeal Hearing
- Investigation Plan
- Investigation Meeting/Interview Procedure
- Transcript – Investigation Interview
- Investigation Report
- Checklist for Disciplinary Hearing
- Positive Behaviour Policy Flowchart