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# Behaviour and Attendance Policy

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## Introduction

Learning4life-GY aims to promote, encourage and model successful behaviours that will enable learners to be successful in their personal and working lives based on the three core values that underpin all activity at Learning4life-GY.

- Ready
- Respectful
- Safe

Where learners currently display behaviours that will inhibit their success we will aim to support learners to develop successful behaviours as far as possible.

This policy also sets out the actions that will be taken in situations where the behaviour of learners put the safety and success of themselves or others at an unacceptable risk.

This policy has been developed in consultation with learners and staff.

## What do we mean by successful behaviours?

Successful behaviours are behaviours which demonstrate the three core values outlined above. The core values of Ready, respectful and Safe are successful behaviours when being used to guide how we treat ourselves and the people around us.

Everybody, staff and learners has a right to be treated with respect and to have their views and opinions treated with respect. This is not the same as always agreeing with views and opinions but involves challenging them in a respectful way. We expect all students within Learning4life-GY to show respect to their peers and to all around them. While respect may be enhanced by personal knowledge, in Learning4life-GY we expect our students automatically to show respect to others whether they know them or not. No one should be treated dismissively or rudely. All those within Learning4life-GY should expect the Centre Manager to provide a safe and pleasant place; this precludes rude, threatening or abusive behaviour and language.

Everyone has the right to feel happy, safe and cared for, therefore we expect that all individuals within Learning4life-GY behave in a mature and sensible way. Everyone has the right to learn.

Being ready also applies to everyone. Learners should be committed to their programme and demonstrate this through their work in class and in assignments. They should be ready and open to learning in all of the learning environments that they experience whilst at Learning4life-GY.

Co-operation exists between learners and staff. In class and around Learning4life-GY, students and staff will work together to successfully achieve qualifications and learning outcomes. Therefore, the three core values of Ready, respectful and Safe apply to everyone within Learning4life-GY – staff and students alike.

Successful behaviour in terms of readiness include attending regularly and punctually, demonstrating commitment by trying your best and engaging with learning, working together, and treating people around you with respect.

## Supporting people to develop successful behaviours

Where learners behave in a manner which conflicts with the four core values and will damage their future chances of success, Learning4life-GY staff have an obligation to bring this to the learner's attention and to support them in developing more successful behaviours. Learning4life-GY promote a three stage process for dealing with unsuccessful behaviours

- Understand
- Support
- Review

Most incidents are of a minor nature and can be dealt with informally through a conversation between the learner and a member of staff. These conversations should still follow the Understand, Support, Review model.

Repeated minor incidents or a single significant incident require a more comprehensive form of support and this will involve the production of a Support Plan.

The Support Plan will cover three areas:

### Understand

If we accept that poor behaviour is always a symptom, in order to understand the behaviour, we must understand the antecedents of that behaviour. What led up to the incident? This will involve understanding how the learner was feeling at the time, what triggered those feelings, what else is going on in that learner's life at that time which affects their ability to manage their behaviour?
Understanding is a two way process. The learner also needs to understand why their behaviour is unacceptable, how it affects staff and learners around them, the future consequences of their behaviour.

### Support

Once the behaviour is understood, a plan can be put in place to support the learner to improve their behaviour in the future. This should include consideration of the likelihood and impact of reoccurrence once the agreed support is in place. It is important this is done with the learner and should balance actions by Learning4life-GY staff with commitments from the learner. If the plan feels like something that is being 'done to' the learner it will not succeed, the learner must be an active and equal partner in the support plan.

### Review

Once the plan is in place it must be reviewed regularly to ensure it is working effectively and identify any necessary changes to the plan. Without regular review the plan will not succeed.
The review is also the means by which we identify if a learner is not engaging with the support or trying to change their behaviour. If a learner consistently refuses to engage with support then ultimately they may need to be removed from the programme. Where appropriate a support plan

may be accompanied by a formal letter which sets out the potential consequences if behaviour does not improve.
In order to align with the 'Signs of Safety Approach' taken by North east Lincolnshire Council any behavioural and attendance issues that are impacting on the learning experience of the student will be supported with the undertaking of a Behaviour and Attendance meeting with the Centre Manager and/ or Pastoral Lead. In such incidences, a collaborative approach to tackling the behaviour will be taken and parents, carers and other agencies may be involved in the meeting. The template to be used to support the student is included in Appendix 2.

## Serious incidents

There are certain incidents which require a more formal response, typically these will be where there has been potential or actual harm. Examples might include where a learner or member of staff has been injured or threatened or verbally abused. In these instances the Understand, Support, Review model is still used.

A more formal and detailed investigation must take place in the 'understanding' phase. Serious incidents should be investigated in line with the Learning4Life-GY policy for incident investigation. This should include obtaining witness testimonies from other individuals involved such as other members of staff or learners if possible. Witness testimonies should use the individuals own words and should not be based on leading questions or other issues.

A learner may be given a fixed term exclusion to allow an investigation to take place but the duration of exclusion should be the shortest period which will reasonably allow an investigation (in line with the Learning4life-GY Disciplinary Policy). A fixed term exclusion cannot be lawfully extended if the investigation is not completed in that time.

The support phase of the response will also look at the likelihood and impact of reoccurrence. In the event of dangerous behaviour this may require a formal risk assessment which considers the risk the learner poses to themselves, other learners and staff. If that risk cannot be managed adequately then a decision may be made that it is not possible to continue with learning at this stage due to the level of risk the individual poses. The Centre Manager should always be involved in a decision to remove a learner from a programme.

A learner can be removed from their programme but **ONLY** where **BOTH** of the following conditions are satisfied.

- in response to serious or persistent breaches of the behaviour policy; and
- Where allowing the learner to remain on programme would seriously harm the education or welfare of the learner or others in Learning4life-GY.

Where a learner is removed from programme consideration should ALWAYS be given to what support can be put in place to support the learner after they leave the programme. This will typically

include referral to other professional services e.g. social care, drug and alcohol use support services, youth offending team etc.

A learner who is removed from programme should always be informed in writing that they have been withdrawn from the programme. This letter should set out the reasons for the removal, any support which has been put in place or suggested and whether there is the opportunity to return to the programme again in the future.

The approach to permanent exclusion taken by Learning4life-GY follows the same guidance for schools and further advice on ensuring exclusions are legal can be obtained from the Local Authority exclusions office: Catherine.train@nelincs.gov.uk

## Attendance

Attendance in all lessons is the key to being a successful learner. All learners are expected to have **100%** attendance, **unless negotiated and agreed within the learning agreement.**

Where a learner is absent due to illness or circumstances outside their control, **they must notify Learning4life-GY every day of the absence** (before the start of the class). Where a learner is absent they must meet their teachers to discuss any work missed and seek advice on how to catch up. Any issues that arise due to attendance, including taking holidays during term time, will be managed through the Behaviour Policy. Learners will be supported to improve their attendance and address any barriers that may be impacting on them attending their classes.

**Attendance – staff processes**

Learning4life-GY staff will proactively work with learners to manage their attendance.

If a learner contacts Learning4life-GY to leave a message to indicate they will be absent, the member of staff must record the absence on the absence spreadsheet and inform the teacher of any absence by email. Learners will be given office@learning4life-gy.co.uk as the absence reporting line during induction.

If a learner is absent from a planned learning activity the teacher responsible for that lesson should implement the flow charts at Appendix 4.

**RECORDING ABSENCES**

Absences should be recorded on the absence spreadsheet by the member of staff or Teacher

Teachers should record absence information on the ILP to be updated under Session No/Date (Teacher).

The following actions will also be taken.

| | |
|---|---|
| Absence 1 | • Register to be completed<br>• Teacher to contact (email)<br>• Teacher/Pastoral Lead contact absent Learner<br>• Absence Spreadsheet to be completed<br>• ILP to be updated with absence information including actions, information and referrals under Progress Reviews under Session No/Date (Teacher)<br>• Teacher to discuss 'catch-up' with the absent learner upon return and give missed work |
| Absence 2 | • Register to be completed<br>• Teacher to contact (email)<br>• Teacher/Pastoral Lead contact absent Learner<br>• Absence Spreadsheet to be completed<br>• ILP to be updated with absence information including actions, information and referrals under Progress Reviews under Session No/Date (Teacher)<br>• Teacher to discuss 'catch-up' with the absent learner upon return and give missed work<br>• Patterns of absence to be analysed by Pastoral Lead<br>• Pastoral Lead to phone learner before the end of the day of missed learning opportunity)<br>• ILP to be updated with absence information including actions, information and referrals.<br>• Teacher to discuss 'catch-up' with the absent learner upon return and give missed work |
| Absence 3 | • Register to be completed<br>• Teacher to contact (email)<br>• Pastoral Lead contact absent Learner<br>• Absence Spreadsheet to be completed<br>• Teacher to discuss 'catch-up' with the absent learner upon return and give missed work<br>• Teacher to investigate absence with Pastoral Lead. Learner to be contacted. Learner to be told that if they do not attend the following week, their place on the course is to be withdrawn.<br>• ILP to be updated with absence information including actions, information and referrals under Progress Reviews under Session No/Date (Teacher) |
| Absence 4 | • Register to be completed<br>• Absence spreadsheet to be completed.<br>• Learner to be withdrawn ILP to be updated with absence information including actions, information and referrals under Progress Reviews under Session No/Date (Teacher)<br>• Withdrawal part of Main Course ILP to be completed. |

NB: For Study Programme Learners an absence equates to 1 full week of absences.

The reasons for non-attendance are complex and can have multiple factors. All contact with learners to address attendance should be supportive in nature and aim to highlight the benefits to the student of maintaining high attendance. Consideration should be given to additional support both from discretionary support funds and from external support services to address the barriers to attendance.

**Appendix 1 Support for staff in managing behaviour**

Managing poor behaviour can be challenging and stressful and the aim of this policy is also to support staff in order to mitigate the negative effects of poor behaviour in the workplace.

The purpose of this policy is explicitly not to 'punish bad behaviour' rather to promote successful behaviours in learners. This policy is based on restorative practice principles.

In addition, identified staff will receive enhanced behaviour management training e.g. Team Teach based on their role. In addition to formal training, staff have access to support from colleagues and managers and are encouraged to discuss behaviour management strategies in team meetings.

Staff who feel they need additional support, formal and informal, in managing behaviour should raise this proactively as part of the supervision and appraisal process.

The cornerstone of effective behaviour management is the JUDGEMENT of the member of staff on the ground at that given moment. The purpose of this policy is to support staff to exercise their judgement effectively and appropriately, not to require them to suspend their judgement and follow a blind set of rules.

If any member of staff receives a complaint, verbally or in writing the matter should be referred to their department manager to agree an appropriate way forward.

Below are some very general examples of typical responses to behaviour issues although all cases should be dealt with on their individual characteristics.

| Type | Example | Response |
|---|---|---|
| Minor | Smoking in the car park<br>Use of swear words in an untargeted manner<br>Low level disruption to avoid work<br>Single incident of lateness<br>Single incident of absence | Informal conversation using USR model. |
| Significant | Repeated minor incidents<br>Targeted swearing at another person<br>Use of racist, homophobic or other in an untargeted way<br>Significant class disruption to avoid work<br>Repeated lateness<br>Repeated absence | Documented Support Plan |
| Serious | Physical assault or substantial threat of physical assault<br>Racist or homophobic language targeted at an individual (staff or learner) | Documented Support Plan<br>Formal disciplinary response<br>Exclusion in extreme circumstances |

## Classroom support

Learning Support staff can provide in-class support when required to manage behaviour. This is to enable teaching staff to continue to support the remainder of the class where additional support is required for an individual or individuals due to a behaviour incident.

Most poor behaviour incidents at Learning4life-GY can be categorised as work avoidance, uncontrolled frustration or refusal to recognise authority. In the event of poor behaviour, the first question should always be why is this individual behaving in this way. Identifying the underlying cause of the behaviour is a first step to managing it.

Classroom support should always be called for serious incidents, minor incidents are typically dealt with by the class teacher. Some significant incidents may involve classroom support depending on the class teacher's judgement.

A record should be made of all instances where classroom support is requested. This allows effective monitoring of classroom support and this information can be used to inform future behaviour management strategies.

## Recording

Recording of behaviour management is extremely important, it provides valuable information to support the development of behaviour management in the future. It also protects individual members of staff in the event of future complaints.

All documented support plans (mainly supported learning) must be recorded in student files. Some informal conversations will require recording, but it is not possible to record all such conversations. Staff should use their judgement to determine which conversations to record but can discuss any issue with the Centre Manager if unsure.

**Appendix 2: Behaviour and Attendance Meeting Template**

Student Name----------

Date----------

People present----------

Review date----------

| What are we worried about? | What is working well? | What needs to happen? |
|---|---|---|
| | | |
| Worry statements | Scale (on a scale of 0-10 how worried are you about this?) | Safety goal |
| | | |