

**BEHAVIOUR FOR LEARNING  
POLICY**

**Guidelines and procedures to  
support student learning**

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## 1. Vision

As a college we want to create an environment where all members of our community treat one another with equality and respect. To provide a common set of values and behaviours that enables all to achieve and grow in safe and supportive surroundings, becoming valued and caring members of wider society.

## 2. Aim

The intention of this policy is to support all learners throughout their time at Gateway College. This policy will promote positive sets of behaviour across the college at all times. We believe that positive learner behaviour will produce a climate conducive to learning for every single student. It will support outstanding learning and teaching, which can only truly thrive in a composed and orderly environment in which students are prepared and ready to learn.

Students must be clear they know what is expected of them as well as the consequences of not meeting College expectations. All of the College community; staff, students, parents, and governors need to be aware of the policy and be committed to its principles, purpose and how it is applied in everyday College life.

## 3. Objectives

- 3.1 To ensure that all learners are aware of the high expectations within Gateway college
- 3.2 To provide support for learners to enable them to meet expectations
- 3.3 To ensure that all expectations of behaviour and conduct are applied consistently across the whole of the college community to promote a harmonious and safe working environment, encouraging hard work and achievement
- 3.4 To ensure that the framework for behaviour-related issues is consistent, fair and transparent.

## 4. A Shared Responsibility

The Behaviour for Learning policy is underpinned by four basic expectations of students:

- Good attendance and punctuality
- Work completed to the best of their ability and to deadlines
- Positive attitude to learning
- Appropriate and responsible behaviour to peers and colleagues both in and out of the college environment

It is the professional responsibility of **all** staff to manage these expectations and the behaviour of students not only within the classroom environment, but the wider college itself. This responsibility should not be abdicated and should a member of staff feel that their personal safety is at risk help should be sought immediately through the Heads of School, or Head of Safeguarding.

The responsibility for punctuality, attendance and behaviour should be shared by all staff, and a clear line of communication must exist to track, report, monitor and action appropriate measures to address concerns about such matters in a proactive and timely

way. Where it becomes necessary to invoke the disciplinary process, Heads of School (HoS), Programme Co-ordinators (PCOs), Tutors and Learner Performance Tutors (LPTs) should be involved at an appropriate point.

The first 4 weeks of the learners' journey is the ideal time to inform learners what is expected of them in terms of attendance, punctuality and behaviour, and how this will have a positive impact on their achievement and success at College and beyond. The general themes of the College Code of Conduct should be discussed during Induction, the Principals and Assistant Principal Learners address, and reinforced throughout the tutorial process. To support and underline the College's expectations a Parents' Welcome evening will take place within the first 4 weeks of term.

In return learners should expect staff to consistently do the following:

- Plan and deliver good-to-outstanding lessons to engage and motivate learners in their achievements
- Celebrate the successes of learners in lessons, tutor time, assemblies and awards evenings
- Develop positive working relationships with learners in their classes
- Communicate both successes and concerns with parents
- Use a range of behaviour management strategies and apply the College behaviour system consistently
- Tutors will deliver planned sessions in tutor time which contribute to the development of the College ethos and to the development of student independence and responsibility.

Communication with parents is vital and is underpinned by a clear line of communication between curriculum, Schools teams and parents/ guardians. (See Parental Contact Procedure document).

#### **4.1 Student Rewards**

##### **Celebrating Success**

College staff should celebrate the success of all students whenever and wherever it occurs in a variety of ways. Focussing on success and positive outcomes is essential in developing a positive culture and ethos across the College. There are many ways we celebrate success and this will be reviewed and updated by students, staff, parents/carers and governors throughout the academic year.

##### **Feedback**

The simplest form of reward is positive dialogue which supports improvement in learning. Formal, written feedback and informal commentary should emphasise positive achievement. All staff should give positive feedback to students whenever and wherever possible. This builds self-esteem and helps to build and support the ethos we are aiming for. Staff should be particularly careful to avoid sarcasm, personal criticism and comments which could be seen to foster low expectations. Criticism should be constructive and focused on specific actions and behaviours, or on work, rather than on students as individuals. It should be accompanied by indications of how to do better and praise for something well done. Work that is returned in a timely way and fully marked shows that staff have valued the work of students.

##### **Commendation and Note of Praise**

Students who consistently meet College expectations should be commended for their achievement. Subject teachers, tutors and Learner Performance Tutors can record a commendation on Cedar by using the pastoral log and adding a new thread.

## **College Celebration Events**

For excellent achievement of any kind, staff should consider making a formal nomination at the end of each term to the Heads of School teams. This may be for excellence in learning, or improvement in attendance or behaviour. Teachers should nominate those students that they feel deserve extra recognition. Students are invited to a celebration event during the last week of term, where they will be presented with a certificate. The Awards events will ask teachers and tutors to identify those learners that have been exceptional or outstanding within subject areas, or may have had to overcome many hurdles to be at college. The Heads of School, Heads of Department and, when asked, Senoir Leadership Team will consider all commendations. Each student selected will be invited to receive their commendation at an Awards event.

## **Attendance**

Our students should take pride in maintaining a high level of attendance. To reward the consistency and improvement of attendance, students will be entered into a prize draw to win prizes and incentives at the beginning of the Spring term, and end of the Summer term.

## **Postcards Home**

When students achieve in ways which merit higher profile recognition, any member of staff may contact parents and carers. In addition to this, staff should in recognition of good or outstanding behaviour, send a card home. Any member of staff may complete one of these by noting the details of a particular achievement in the space on the card and adding the student name and tutor group. Staff can use these cards regularly, for all students at all levels so that a steady stream of good news about students feeds into the community. The cards should be used, for example, to thank students for extra effort and voluntary commitment, particularly good work or effort, or for meeting targets that have been set.

## **January Motivation Raffle**

As a way to motivate and praise not only academic excellence, effort and outstanding attendance, but also examples of exemplary behaviour, teamwork, thoughtfulness or charity, in the months of January and April all staff will be able to award any student they feel is deserving a raffle ticket. The more raffle tickets awarded the more likely a student will be to win a prize. The months of January and April are key points in the college calendar when it is essential to encourage and buoy student morale and motivation. A grand raffle will be held at the end of January/ April, in The Street.

## **5. Punctuality**

Every student must be in lessons on time. Lateness and poor attendance will be consistently and relentlessly challenged by all staff. If a student is late for a lesson, the teacher will admit him/her at a convenient point, so as not to impair the flow of the lesson, the learning of others, or the student's own learning. The student will then be marked late, with the number of minutes of lateness accurately recorded. The LPTs will draw down a daily report of all late students who will attend a workshop to ensure that significant amounts of missed learning is caught up by the learner. If punctuality still does not improve, the learner will begin the disciplinary process. (See Punctuality Strategy).

Reasonable adjustments will be made for students with learning difficulties and/or disabilities (LLDD) as stated in the Equality Act (2013).

To ensure high expectations are reinforced, teachers should ensure that all lessons start and finish on time as per the timetable, with no unauthorised breaks. Teaching time is golden.

## **4.2 Attendance**

XXXX attendance is the 19/20 cross-college *minimum* standard, however the aim is for learners to achieve 100%. Exceptions include absence for genuine illness or external factors such as a family bereavement, and in those cases the College should be notified by a parent or guardian. The College is committed to preparing our learners for the world of work, and as such all absence will be tracked, challenged and sanctions put in place on the day an un-notified absence occurs. A phone call will be made by LPTs to all absentee learners at the beginning/ end of each day, wherein the learner will be told to attend an absence workshop the following day, and a supporting letter will be sent home to parents. This will also result in the learner beginning the disciplinary process at the first level, and a meeting with parents will be arranged.

If learner fails to attend the absence workshop, or avoids contact with the HoS team, their cards will be blocked and they will be escalated to a Level 1 contract and a meeting with parents will be arranged.

## **4.3 Commitment to Study and Lockdown Procedures**

Students are monitored throughout the academic year. Submission of assignments and meeting assessment deadlines are crucial to a learners achievement. Lockdown intervention restricts a student's access to leave the college premises between 0900 – 1600hrs, by blocking their Learner ID. Lockdown intervention can be initiated by a tutor, to target students who are at risk, or who are failing to meet assignment related targets set by Schools contracts. The restricted access will only last until the student has completed said targets and/ or missed assignments. The student can obtain an exit pass from a tutor to exit the building for evidenced appointments or lunch. The student and parent(s) will be informed of the 'Lockdown' outlining the reasons for the restricted access, the process and targets set. When the targets are completed the student and parents will be notified and communication will be placed on Cedar.

## **4.4 Behaviour**

The standard of behaviour at Gateway is the responsibility of all staff within the wider College community. Violence, alcohol, drugs, smoking, mobile phone misuse, racist, sexist or homophobic behaviour and foul or abusive language are totally unacceptable. Equally the wearing of headwear, including bandanas and ear muffs, other than for religious purposes, is not allowed anywhere on College premises. Eating and drinking are not acceptable within the classroom environment. (Bottled water is allowed in classrooms but *not* in IT or Science labs.) Food should be eaten in the café area of The Street only and rubbish must be cleared into the appropriate bins.

All staff are expected to act as good role models by ensuring that they also observe these standards.

If behaviour within the classroom is unacceptable the teacher should make every professional attempt to rectify the situation via discussion with the student. This is an important part of a student's education and preparation for higher education or employment. A note should be placed on the student record on REMS/ Cedar, and will be reviewed and monitored by the Heads of Schools team. It is not acceptable for teaching staff to exclude students from a lesson for inappropriate behaviour nor is it acceptable to send such students to the Learning Resources Centre (LRC) or an LPT.

Issues of serious anti-social behaviour should be dealt with by taking the student to the appropriate HoS who will assess the severity of the conduct and take appropriate action.

#### **4.5 Bullying**

The College is committed to ensuring that everyone is equally valued and no-one is mistreated. Harassment and bullying in any form are unacceptable and will not be tolerated. All College staff will challenge bullying in all its forms, and firm action will be taken to protect the interests of its students whenever incidents come to light. This applies when students are on College premises, on College transport, or on College-related activities on other premises.

The College takes various measures to raise awareness and address the potential problem of bullying and harassment. These measures are not exclusive and each case is judged on its merits with the appropriate action taken. Bullying will be dealt with in accordance with the College's disciplinary procedures and identified incidents will be initially dealt with by HoS and their teams. (See Equality and Diversity Policy)

### **5. Formal Student Disciplinary Action**

#### **5.1 Student Contracts**

The College procedures for dealing with underperformance and/or inappropriate behaviour/breaches of the Code of Conduct are known as **Student Contracts**. If students continue not to meet College expectations, despite receiving informal support such as learner meetings with LPTs or tutors, the formal disciplinary action will be put into place.

The Student Contract, as part of the College Behaviour and Discipline Policy, seeks to promote and endorse the underpinning expectations of all students.

- Good attendance and punctuality
- Work completed to the best of their ability and to deadlines
- Positive attitude to learning
- Appropriate and responsible behaviour to peers and colleagues both in and out of the college environment

The purpose of the Student Contract is to ensure that a consistent process for timely and effective intervention of 'at risk' learners, who may be underperforming and/or engaging in behaviour that might diminish their own or others' learning, is in place. The learners' welfare, behaviour and performance is the responsibility of all who will play a part in the learners' journey, and effective communication about students between *all* staff is essential.

Notes should be made on REMS/ Cedar to ensure an audit trail of concerns is accurately recorded: **to that end staff are asked to record all relevant interactions, both positive and negative, with students whether or not they are on a Support Contract.**

The 'Student Contract' operates at **four levels and will be time-bound to complement individual cases.**

- **Level 1: Tutor or Learner Performance Tutor Contract**
- **Level 2: Programme Co-ordinator Contract**
- **Level 3: Final Head of School Contract**
- **Level 4: Exclusion – Assistant Principal Panel**

(Note: For Learning for Life and Work students please refer to details in Appendix 4)

### **Level 1 – Tutor/ Learner Performance Tutor Contract**

- Where there are repetitive low level issues with a student that have not been resolved through discussions with teachers, LPTs or PCOs, the student will be placed on a Level 1 Contract. It is important to note that the Heads of Schools Team will investigate the concern to ensure legitimacy and that all has been done before a contract is issued.
- Notes should be made on Cedar to ensure an audit trail of concern is accurately recorded
- Appropriate targets will be set with the student and contract owner, who will monitor the progress of targets set. **Targets will be logged on Portal+/ Cedar.**
- A letter will be sent to parents to notify them of the cause for concern and to arrange a meeting.
- The time frame of the Level 1 contract should be determined by the progress a learner is making. A learner may revisit a level 1 contract throughout the year. The amount of revisits is at the discretion of the HoS who will have insight into the level of concern that the learner is raising. E.g. If the student is able to maintain better attendance/ commitment whilst being monitored, a level 1 contract may suffice throughout the year. If a learner is frequently pushing boundaries and failing to adhere to expectations set, it may be enough to move to a level 2 after the first or second level 1 contract. revision
- Appropriate support to facilitate achievement of these targets will also be put in place – this could include additional academic workshops. 1-1 meetings with an LPT, access to counselling services should this be appropriate.
- Should the learners progress be erratic, inconsistent or wilfully uncooperative the learner should be moved up quickly to a Level 2 contract or higher.
- Where there are issues in more than one subject, the student should be placed on a level 2 contract held by the Programme Co-ordinator. Further escalation of concerns could lead to a level 3 contract.

### **Level 2 – Programme Co-Ordinator**

- Referral to a Level 2 contract will be assessed when a learner has either finished a Level 1 contract without making sufficient progress, or via an alert from staff to the relevant PCo.
- Notes should be made on REMs/ Cedar to ensure an audit trail of concern is accurately recorded
- Appropriate targets will be set with the student and contract owner, who will monitor the progress of targets set. **Targets will be logged on Cedar, and set up a weekly 1-1 meeting.**
- A second letter will be sent to parents to notify them of the cause for concern and to arrange a second meeting.
- As above, the time frame of the contract should be determined by the progress a learner is making

- Appropriate support to facilitate achievement of these targets will also be put in place – this could include additional academic workshops. 1-1 meetings with an LPT, access to counselling services should this be appropriate.
- Should the learners progress be erratic, inconsistent or wilfully uncooperative the learner should be moved up quickly to a Level 3.
- If a learner is still on a contract after 4 weeks the learner should move up to a Level 3 contract.

### **Level 3 - Final Head of School Contract**

- The relevant HoS will request a disciplinary meeting with the student's parents/guardians, to make an appointment to attend a final contract meeting with the HoS.
- Appropriate targets will be set with the student and contract owner, who will monitor the progress of targets set. **Targets will be logged on Cedar, and set up a weekly 1-1 meeting.**
- The time frame of the contract should be determined by the progress a learner is making
- Appropriate support to facilitate achievement of these targets will also be put in place – this could include additional academic workshops. 1-1 meetings with an LPT, access to counselling services should this be appropriate.
- If at the end of the Final Contract period, there is insufficient improvement in attitude and/or behaviour, the contract will be immediately escalated to an Assistant Principal Exclusion meeting.

### **Level 4 – Exclusion; Assistant Principal Panel Meeting**

- This will be requested via the Personal Assistant who will contact the student's parents/guardians, to make an appointment to attend an exclusion panel meeting with both Assistant Principals, and/ or another member of the executive team, with a scribe present, to keep notes.
- The learner's card may be blocked until the time the meeting takes place and an outcome has been reached. A response time of three days on receipt of the letter is requested. If no response is received a decision can be made in their absence.
- Students over 18 will have the right to be accompanied by a parent, guardian or friend.
- If the outcome of the disciplinary is positive in the students favour the learner behaviour/ performance will be monitored by a member of SLT or an alternative designated person for a period of time agreed at the exclusion meeting. If the student fails to improve sufficiently during this time period, it will lead to permanent exclusion without any further meetings taking place, and without appeal.
- At the disciplinary meeting, the learner may choose to voluntarily withdraw if s/he considers her/him/self-incapable of complying with any contract. In that case, the College will be willing to supply a fair reference for the student. This course of action by the student would avoid the risk of possible future exclusion from the College, which would preclude the provision of a reference.
- Should the Level 3 contract have been triggered by an extreme cause for concern (see student misconduct below) the HoS will have the power to suspend the student pending investigation and the students' card will be blocked.
- The contract will be immediately escalated to an Assistant Principal Exclusion meeting, and will follow the same procedure as above.
- Despite what the student may wish to do, it may be the opinion of the Panel member(s) that the student should be permanently withdrawn immediately, in which case, the Principal may be consulted to obtain a final decision.

At enrolment, or within the first 6 weeks of the academic year, a student will be identified after displaying poor attendance or bad behaviour in the previous academic year, or, in the case of a new student, owing to issues raised in the reference from their previous school. Those learners identified will be placed on a Student Review Board, which will take place before week 6 of the new academic year. In these cases, students who show insufficient improvement in their attendance and/or behaviour will be excluded from college without appeal, or may be advised to voluntarily withdraw without appeal so that they do not have an exclusion on their record.

Additionally, students who have not attended lessons for a period of four, or more, weeks, and have not pre-notified this absence, will be taken off the College roll, following communication with the appropriate HoS to check they are in agreement with the withdrawal. This information will then be shared with all associated parties via REMs/ Cedar. A letter will be sent to advise the Parent/ student that, due to their lack of attendance, it is presumed that they no longer want a place at the College. The student is given 7 days from the date of the letter to let the College know if they do still want their place. In this case, the student may be put back on the College roll, following a meeting with parents/guardians, and placed on contract to monitor attendance/performance.

## **Appeals**

Only in the case of permanent exclusion does the student have a right of appeal and only on the following grounds:

1. That College staff have not followed College procedures properly.
2. That there is evidence or factors not taken into account by the College in reaching its decision to permanently exclude. Please note that such evidence should be exceptional and reasons given why it was not brought to staff attention earlier in the process.
3. That new exceptional evidence or factors have come to light since the meeting leading to permanent exclusion.

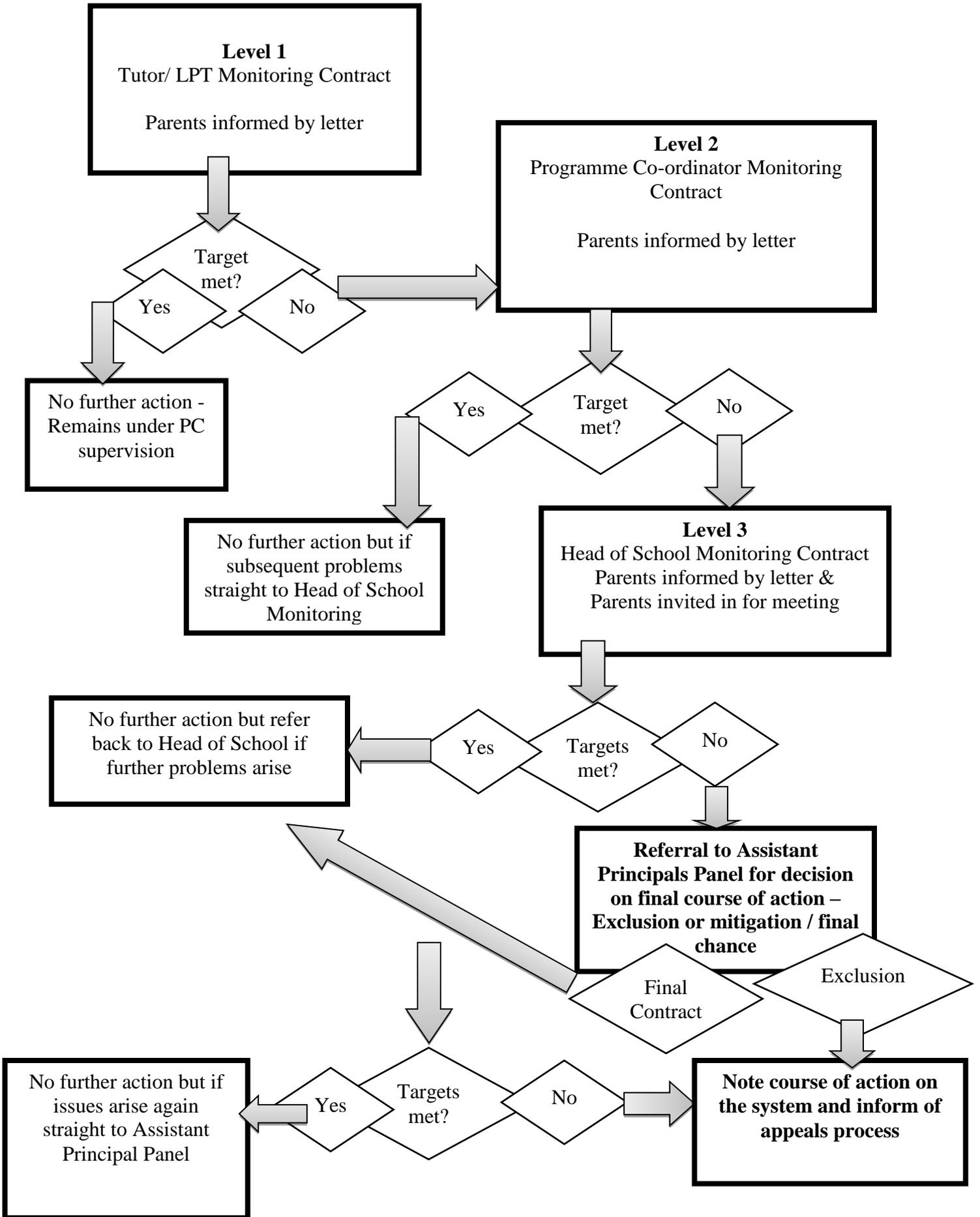
Appeals should be made in writing to the Principal who will respond within 3 weeks of receipt of the letter confirming permanent exclusion.

The Appeals Panel will consist of at least one Governor who is not an employee or student of the College who will chair the Panel; a senior member of the College's staff and a third member who may be another Governor as above or an independent person invited by the Chair. None of the members of the Appeals Panel will have had any previous involvement in the issues being examined so that they can give a fresh and independent view. The letter should make clear the grounds for the appeal. The decision of this panel is final.

## **Student Misconduct**

**Student Misconduct** is defined as any deviation from the Code of Conduct of the College and all students sign up to this when they sign the Learning Agreement during enrolment. In cases of alleged misconduct, there will be an appropriate investigation undertaken by the HoS and, depending on the outcome, the student will/will not progress to the appropriate level of this process as decided by the HoS.

In the case of **serious misconduct**, (e.g. dishonesty, theft, abuse, violence, harassment, bullying, substance misuse, damage to property, bringing the College into disrepute) it is likely that intervention will begin at least at Level 3.



**APPENDIX II**

**Learning for Life and Work Students Contract System**

