



Behaviour for Success Policy

BACKGROUND INFORMATION	
Document Purpose	To promote positive and successful behaviours within Fir Tree College and support staff to respond to and resolve negative behaviour appropriately.
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POLICY HISTORY		
Date	Amendments Made	Authorised By
01.03.2022	Policy updated to reflect three stage behaviour strategy.	DBowman
01.09.2023	Policy reviewed for accuracy and relevance	DBowman
21.05.24	Addition of references to Restorative Practice	DBowman

Introduction

Fir Tree College prides itself on creating an environment where we treat one another with respect and fairness. We recognise the importance of promoting excellent behaviour across all our students and strive to carefully support and promote positive behaviour so that growth and development can occur.

The Behaviour for Success policy sets out to not only respond to negative incidents and behaviours, but to also highlight and celebrate success factors to improve the Fir Tree College community and promote a warm and friendly atmosphere.

Fir Tree College believes that students should be encouraged to adopt behaviour that supports learning and promotes good relationships. Poor behaviour and disruption threaten the rights of young people to an effective education and can lead to people feeling unsafe, bullied, intimidated or threatened.

Aims and Objectives

The Behaviour for Success Policy is designed to support every student throughout their time at Fir Tree College.

- To ensure students know and understand what Fir Tree College expects of them;
- To ensure that students understand that meeting expectations is part of their preparation for employment and adulthood;
- To promote fairness, equality and consistency in the way in which behaviour is rewarded or reviewed within Fir Tree College;
- To support students who have not met Fir Tree College expectations and offer opportunities for development.

Implementation

Fir Tree College staff have an essential role in helping students to meet the college expectations and to promote positive behaviours throughout the learning cohort. Students should expect staff to consistently;

- Plan and deliver good-to-outstanding lessons which engage and motivate students to achieve;
- Celebrate and recognise the success of students, no matter how large or small their achievements;
- Develop positive and professional working relationships with students;
- Promote a consistent approach;
- Apply the Behaviour for Success policy consistently whilst reminding students of expectations.

In addition, Fir Tree College will provide;

- A safe environment where everyone feels secure;
- A commitment to fairness, equality of opportunity and respect for all members of the Fir Tree College community;
- Clear processes for listening to student views, handling complaints and addressing any problems we may have in delivering these commitments;
- Allocated time for students to share their views and opinions and respond to these to detail actions taken and resolutions.

A. REWARD AND RECOGNITION

Fir Tree College understands the importance of the use of rewards to motivate students and recognise those whose efforts meet and exceed our expectations. 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.

- **Marking and Feedback to students**

The core of our behaviour for success system and recognition and reward is positive dialogue. Therefore, in line with awarding organisation requirements, Fir Tree College attaches great emphasis onto the feedback and marking that students receive.

- Formal, written feedback and informal commentary should both stress positive achievement and success factors for students. Promptly returned and fully marked work shows that staff have valued the work of the students and have taken the time to read and respond to their efforts.
- Guidance for future improvement, rather than criticism of submitted work should be the normal approach, and where possible, staff should recognise the positives and emphasise these, accompanying them with guidance and supportive commentary for future improvement.

- **Reward and Recognition**

In each module students are awarded points for behaviour and effort, up to a total of ten points per session. Students also have the potential to earn additional points for going above and beyond or for demonstrating college values, supporting others or making outstanding personal growth and achievement. Each week the two students with the highest value of points are recognised by the college and are provided with rewards for their success.

For exceptional achievement of any kind, staff should make a formal commendation and recommendation to the Centre Manager for recognition, reward and presentation at termly/annual awards events.

B. BEHAVIOUR RESPONSE PROCESS

All students at Fir Tree College subscribe to meet college expectations;

- Always be respectful
- Be prepared and on time for all sessions
- Complete all work set to the best of your ability

- Behave positively at all times and do not disrupt the learning of others

The college response to inappropriate behaviour, attitude or effort is structured into three key stages which focuses predominantly on restorative practice. Formal procedures will only be instigated when informal procedures and interventions have failed to support improvements in behaviour. In certain circumstances, the seriousness of the incident indicates that it will be treated at a certain stage, or that it is dealt with external to the usual college response.

- **Stage 1: Initial Stage**

A member of staff can at any point recommend and request that a student is placed onto stage 1 of the behaviour response process. This stage requires staff to communicate with parents/carers where appropriate to inform them that students are on stage one of the process and to discuss their behaviours.

The students' personal tutor will meet with the member of staff involved and the student separately to ascertain the cause of the behaviour and the potential areas of support or need. Students will be informed of the behavioural expectations and that they will be monitored for a period of three weeks.

At completion of three weeks without any further incidents or issues, the behaviour response process will cease for the student.

- **Stage 2: Formal Behaviour Review**

Where repetitive misconduct, poor behaviour or attitude is presented by a student and they have not met their expectations of stage one then staff will request a stage two formal behaviour review.

Where appropriate, parents/carers will be contacted and invited into the college for a formal behaviour review with the centre manager, student and any other staff deemed necessary. The review will discuss the challenges and issues faced by the student and the behaviours and issues presented. Where parents/carers are unable or it would be inappropriate to attend the review meeting, the student will be able to select a member of staff to support them during the review.

During the meeting agreed expectations will be discussed and explained and the behaviour response process reiterated. Following the meeting a copy of the behaviour support plan will be sent to parents for approval and signature. A copy of the plan will be shared with staff and stored on CPOMS.

The plan will be in place for a period of three weeks during which time the centre manager will meet with the student on at least one occasion to review progress. At completion of three weeks without any further incidents or issues, the behaviour response process will cease for the student and the behaviour support plan will cease.

Should it be deemed necessary, the stage two behaviour support plan can be extended in blocks of three weeks.

- **Stage 3: Formal Placement Review**

Where repetitive misconduct, poor behaviour or attitude is presented by a student and they have not met their expectations of stage two then staff will request a stage three formal placement review.

Where appropriate, parents/carers will be contacted and invited into the college for a formal behaviour review with the centre manager, student and any other staff deemed necessary. The review will discuss the challenges and issues faced by the student and the behaviours and issues presented. Where parents/carers are unable or it would be inappropriate to attend the review meeting, the student will be able to select a member of staff to support them during the review.

During the meeting agreed expectations will be reviewed, discussed and explained and the behaviour response process reiterated. The managing director will be present at the review to explore potential options for the student to access additional support, guidance or external intervention. The managing director also holds the position of most senior authority to suggest and action permanent removal from the programme should the college deem that they can no longer support and meet the needs of the student.

Following the meeting a copy of the behaviour support plan will be sent to parents for approval and signature. Students and staff will also sign the agreement. A copy of the plan will be shared with staff and stored on CPOMS.

The plan will be in place for a period of three weeks during which time the centre manager will meet with the student on a weekly basis to review progress and will update parents/carers accordingly. At completion of three weeks without any further incidents or issues, the behaviour management process will cease for the student and the behaviour support plan will also cease.

Should it be deemed necessary, the stage three behaviour support plan can be extended in blocks of three weeks.

- **Consequences**

Fir Tree College have a commitment to support students in developing appropriate, acceptable and positive behaviour, attitude and effort. Fir Tree College recognises that punishment does not work as a long-term intervention and that students need to be supported and taught how to change their behaviours.

In addition to the three-stage behaviour response process, the college will use logical and relevant consequences which are timely and proportionate to the behaviour or incident. The college will not use consequences which may ridicule, cause shame, use sarcasm or humiliate the student.

- **Communication**

Fir Tree College endeavour to instigate and maintain communication with parents/guardians prior to the need to implement the behaviour response process. However, we recognise that this is not always possible. Therefore, it is a requirement of this policy that should behaviour response reach stage 3, parents/guardians are immediately informed by the college as soon as is realistically possible following the incident or event.

Where criminal behaviour or actions have been alleged, the students' parents/guardians must be immediately informed, and their attendance requested.

Parents/guardians will always be provided with written outcomes from the behaviour response process as appropriate and necessary. Students' will be provided with written outcomes which will also be communicated verbally by staff to ensure understanding.

Throughout the behaviour response process the aim is to provide support to students and staff in developing positive behaviour, effort and attitude. Therefore, at each stage a review process will be implemented either formally or informally to explore lessons learned and to review the effectiveness of the interventions and support offered.

Monitoring

- The Centre Manager in collaboration with Lead Tutors and the Designated Safeguarding Lead will monitor the implementation and success of the policy.
- The Centre Manager will review the success of the policy on a regular basis and in times when behaviour management is identified as a common issue.
- The Centre Manager in consultation with the senior leadership and management team will review the policy annually.

Related Documents

- Behaviour Support Plan
(<https://drive.google.com/file/d/1ddiZ6MNa1FeuOOnrW2x3E8Tksws88RBQ/view?usp=sharing>)

