

City Gateway

Behaviour Management and Support Policy

Reviewed by (name)	Date	Next review needed
Mark Pike	May 2022	May 2023
Mark Pike	May 2023	May 2024

This policy will be reviewed on an annual basis

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Introduction

City Gateway aims to create a safe and effective working and learning environment. This policy is intended to assist and enable all our learners to achieve their full potential, through a broad and balanced educational experience.

City Gateway recognise that at the point of referral, where Information, Advice and Guidance (IAG) is being provided and throughout the learner journey, obstacles may occur, limiting progression. Recognition or disclosure of criminal offences, risk taking behaviour / Safeguarding matters and other barriers e.g. ACE's, to learning may be identified, and support measures must be discussed.

In order to safeguard learners, staff and our community, City Gateway aims to support all learners, including those with barriers to education. For behaviour to be managed effectively it is necessary to follow the behaviour management process. This will determine the risk that any learner may pose and assess how best we can support them further.

This behaviour management and disciplinary process may be modified on an individual, discretionary basis due to complexities of conditions E.g. Oppositional Defiant Disorder (ODD).

Objectives

- To ensure all learners behave, act responsibly and follow the rules and regulations relating to their Learning Programme, in order to maintain a safe and professional training/working environment.
- To ensure all learners, staff, employers, partners and the community (where appropriate) are safeguarded and supported where significant risks have been identified.
- All learners follow the Code of Conduct to ensure full potential is achieved and positive behaviour is encouraged and acknowledged.
- Minor breaches of discipline are dealt with informally by the learner's Tutor / Coach.
- Major breaches of discipline are addressed according

to severity by Head of Education and Inclusion.

- To work with parents/carers and other professionals to develop effective Learner Support Plans.
- To develop appropriate behaviour through positive interventions.

Scope

- To cover all activities carried out during in-house and off-site training.

Key Principles

- All learners are expected to behave and act responsibly, follow the rules and regulations of the training centre/workplace in order to maintain a safe and professional training/working environment.
- Minor breaches of discipline are dealt with informally by the Tutor discussing the problem with the learner and giving them targets and time to improve.
- To recognise support needs and risks in order to prevent incidents or harm to others and to company reputation.
- To monitor risks, including behaviour, with appropriate engagement of the learners, parents/carers, agencies and employers (where appropriate).
- We will endeavour to support learners where behaviour needs to be addressed for them to make progress, using our learner support plan and liaising with parents/carers and other agencies as necessary. The aim of which is to create opportunity for re-integration.

Code of Conduct

In order to promote a positive learning environment, all learners are provided with a handbook during their induction. This includes a code of conduct which explains expected behaviours and City Gateway's behaviour management process.

Roles & responsibilities

All

Staff

- To lead by example.
- To be fair and consistent when dealing with the behaviour of all learners.
- To promote the aims and values of City Gateway.
- To have high expectations of our learners.
- To meet the educational, social and behavioural needs of all learners.

Learners

- To embrace the Code of Conduct
- To use respectful language.
- To treat everyone with respect.
- To respect and be considerate of City Gateway's property and their learning environment.
- To manage their own behaviour, and seek support with any triggers.
- To act safely so that risks are minimised to themselves and others.
- To appreciate and demonstrate British Values.

Implementation

Learner Support Plan (LSP)

1. The plan should be put in place when there has been an incident that warrants a formal response, or at on boarding when there is sufficient information that an LSP is considered necessary to ensure the learner is able to settle quickly.
2. The Learner Support Plan must be shared as necessary with other staff members in order to be effective.
3. The Learner Support Plan must also be updated after any behaviour management warnings or meetings.

4. The Learner Support Plan must be reviewed and updated with the learner, parents/ carers (if relevant), relevant agencies and employers (where appropriate) within the timescale set, or in the event of any significant related concerns.

The Learner Support Plan is a working document so should be addressed and updated as necessary.

Related documents

This policy should be read in conjunction with the following:

- Staff and Learner Code of Conduct.
- Equality & Diversity Policy.
- Health & Safety Policy.
- Safeguarding, Child Protection and Vulnerable Adults Policy.
- Quality Policy.
- Learner Support Plan.
- Learner Handbook.
- Keeping Children Safe in Education 2022.
- Working Together to Safeguard Children 2018.
- Serious Crime Act 2015.
- Safeguarding Vulnerable Groups Act 2006.

LEARNER SUPPORT PLAN (LSP)
(refer to Code of Conduct)

Name of Learner:		D.O.B:	
Course:		Plan Number :	
Date plan agreed:			
Who developed this plan:	•		

Reason for LSP being drafted
Potential triggers
External factors (ACEs') limitations or advisory remarks (e.g. YOT / Medical / Probation/ SEN / Other)

Learner voice and / or advocacy

Input from external stakeholder e.g. the parents/carers / key worker	
Agreed teaching strategies	
Monitoring arrangements – review timeframe	Key staff

What we want to see	
Maintenance strategies	

First signs that things are not going well	
Support strategies	

Where this behaviour leads next	
Strategies needed	

Plan developed by Head of Education and Inclusion Name:	
Signature:	
Date:	

Review (this section to be copied for each review and added to this LSP)

Review outcomes/Updates	Date:	
Attendees at review/progress review		