



POSITIVE BEHAVIOUR MANAGEMENT POLICY

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1 PURPOSE

The purpose of this policy is to promote, encourage and recognise positive student behaviour by:

- Encouraging a whole College approach to issues relating to behaviour management and the promotion of positive student behaviour in line with the RESPECT CAMPAIGN and other policies (outlined in the reference section)
- Giving guidance and support to all staff when dealing with issues relating to behaviour management.
- Providing a fair and consistent framework where positive behaviour can be recognised and encouraged and in which disciplinary issues can be resolved within a supportive environment.

2 SCOPE

This policy applies to all behaviour issues of current students of Dundee and Angus College engaged in college related activities, learning or other activities whilst both in college and off campus.

The policy may also apply to student behaviour off premises and in students own time where the reputation of the College is compromised or where the behaviour has a negative impact on other elements of College activity.

3 CONTEXT

The aim of Dundee and Angus College is to support the development of positive behaviours by all students through the development of an understanding of positive behaviours and an awareness of the impact of individual behaviours on others. The college also recognises that an individual students behaviour can influence and impact on others. Knowing how to support other students' behaviour can have positive consequences for all concerned. The college will strive to develop shared ownership of a positive learning climate.

The College recognises that the appropriateness and acceptability of certain behaviours may be different depending on the background and maturity of the students involved. In developing the positive behaviour of all students, the College will pay particular regard to the following points through provision of tailored academic and student services support.

3.1 Expected Behaviours

Within the College community we have expected behaviours that help create a positive and safe learning environment. They also help protect our individual rights and encourage us to take up our individual responsibilities.

The establishment of clear boundaries, routines and behavioural expectations is critical in ensuring the development of an ethos and culture of positive behaviour and effective behaviour management.

3.2 Choice, Ownership and Consequences

The college believes strongly that individuals have the free will to choose how to behave. In short, we all own our own behaviour. Owning our own behaviour and choosing to act in a certain way, results in a natural or logical consequence. Of course the consequence may be either negative or positive in nature, but is nonetheless directly related to how we choose to behave.

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3.3 Leading and Developing Learner Behaviours

The College firmly believes that it is only fair and right that students are given a clear outline of behavioural expectations, approaches and consequences. All staff have a responsibility to take time to develop and reinforce students expected behaviours alongside the formal content of their individual subjects.

It is recognised that the development of good choices and positive behaviour is an important element of the citizenship and employability expectations to be embedded within all subject areas and learning activities.

3.4 Recognition of Positive Behaviour

This policy endorses the importance of formally and informally recognising positive student behaviour and the benefits this recognition brings (e.g. through the recognition of early achievement). The College expects that all staff will establish clear behavioural rules and responsibilities, will recognise the positive adherence to these and will clearly articulate and identify the responsibilities and consequences of failure to demonstrate appropriate behaviours.

4 EXPECTATIONS, RIGHTS AND RESPONSIBILITIES

In developing this policy and in promoting the importance of positive behaviours amongst all individual and learner groups, the College has developed the following expectations of staff, supported by specific rights and responsibilities of all students.

4.1 Student Expectations

It is expected that all students will make themselves aware of the Positive Behaviour Management Policy document and its procedure QP9 Positive Behaviour Management.

All students are responsible for engaging in and encouraging positive behaviours in themselves and others and responding to incidences of disruptive behaviour in an appropriate manner.

4.2 Staff Expectations

All staff are expected to take a leading role in the management of class behaviour. It is expected that staff will use positive and proactive approaches to support and encourage learner behaviour and will adopt a variety of behaviour management techniques, strategies and skills when dealing with disruptive behaviour.

It is expected that all staff will make themselves aware of the Positive Behaviour Management Policy document and its procedure QP9 Positive Behaviour Management.

All staff are responsible for supporting and encouraging positive behaviours in others and responding to incidences of disruptive behaviour in a professional, consistent and fair manner.

4.3 Rights and Responsibilities

In implementing this policy, the College recognises that all staff and all students have basic rights and responsibilities as follows.

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Rights

- The right to feel safe always whilst involved in the College environment and whilst engaged in College activities.
- The right to learn within an environment where others demonstrate positive and appropriate behaviours.
- The right to be always treated with respect by staff, students and others.

Responsibilities

- To act in a manner that ensures and respects personal safety and the safety of others.
- To allow others to learn within an environment of positive and appropriate behaviours.
- To treat all others and college property with respect.
- To guide and support others to behave in appropriate and positive ways.

5 MANAGING INAPPROPRIATE BEHAVIOUR

The College has adopted a positive behaviour procedure which is designed to provide an effective framework within which instances of inappropriate behaviour will be managed in a fair and consistent manner.

In adopting this procedure, the College recognises that a critical element of supporting and encouraging positive behaviours is to ensure that inappropriate behaviours are dealt with in a manner which aims to identify and reinforce positive behavioural requirements.

The College will pay particular regard to the following points:

- The College recognises the right of a student who is being interviewed in relation to an alleged breach of discipline that may result in a formal warning or exclusion to representation or advocacy by: a friend; relative or other representative.
- The College recognises the right of appeal against the decision of any hearing at all formal stages of the disciplinary process as detailed in the Student Discipline Process.
- All students should note that the positive behaviour process may be instigated regardless of any civil or criminal proceedings which may be pending in relation to the alleged breach of discipline.
- Care will be taken to investigate and establish the facts relating to all alleged breaches of discipline before any disciplinary sanctions are applied.
- Designated members of promoted staff will have responsibility for the overall management of student behaviours and discipline, whilst all staff will execute appropriate responsibilities in accordance with positive behaviour management policy and related procedure student discipline.
- All formal disciplinary matters will be dealt professionally and in strict confidence.

5.1 Support and Development

It is recognised that there may be many different reasons underpinning poor choices and inappropriate behaviours. As an integral part of this policy and the related process, careful consideration should be given to understand why behaviours have arisen and whether or not there are underlying support needs.

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Where issues are identified, all staff have a professional responsibility to ensure that appropriate support routes are considered and that the student(s) involved are referred onto Student Services or other relevant support. Particular professional requirements for children, young adults and adults at risk must always be considered.

The requirement to engage in appropriate support may be written into the outcomes of a student disciplinary sanction and evidence of this engagement may be necessary to underpin on-going and sustained improvement.

Whilst a range of circumstances may be considered as mitigating factors when considering positive behaviour it should be noted that these do not necessarily excuse inappropriate behaviours. Mitigating information may be used to inform specific support approaches and requirements as an outcome of the disciplinary process. That should not be seen as an 'excuse' to avoid confronting behaviours or following required College standards.

5.2 Withdrawal of College Services

It should be recognised that on some occasions the behaviour, conduct, progress or ethos of any student may be considered to be incompatible with the requirements of the College. In these circumstances – and irrespective of the terms of the College discipline procedures – the College may opt to withdraw (or may refuse to offer) services to any individual

College services may be withdrawn / not offered in this way by decision of the Executive Team. Where College services are withdrawn / not offered in this way a right of appeal will be offered as per Stage 4I appeal arrangements within the College student discipline procedure.

The College reserves the right to reject or exclude any student who has outstanding debt from current or prior years. This includes both unpaid fees and student funding overpayments.

5.3 School Provision

As College students, school pupils fall within the scope of the College behaviour management policy. Where a student attends College on designated school provision, however, the College will inform the appropriate school staff of any formal disciplinary action and will discuss options and support opportunities prior to taking a decision to exclude a school pupil.

6 IMPLEMENTATION

To support the effective implementation of this policy, all staff will receive training and other guidance on the standards of student behaviour which may reasonably be expected and on action to be taken when breaches of discipline occur.

All staff with specific responsibility under the terms of the positive behaviour procedure will receive training and/or support in exercising these responsibilities.

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7 REFERENCES

This policy will operate in conjunction with and be supported by the following

- [Positive Behaviour Management Process - LSSP01](#)
- [Informal Discussion and Disciplinary Record Form - IDDR1](#)
- Respect Campaign
- [Student Guidance Policy - LS05](#)
- Incident and Near Miss Report Form (Health and Safety)
- [Anti Bullying Policy - LS07](#)
- [Equality and Diversity Policy - PT06](#)
- Appropriate Use of Social Media Policy
- Arrangements for use of recording equipment