STUDENT BEHAVIOUR POLICY

1. PURPOSE

Blackburn College recognises that it has a legal and moral duty to provide a safe and secure learning environment for its students, staff and visitors. We all agree that mutual respect and tolerance should be encouraged and supported amongst the whole College community. A College wide commitment to improving behaviour will lead to greater learner engagement, better support for staff and fewer incidents of negative behaviour. It is vital as a College that we recognise and celebrate the achievements of our students to create an environment which encourages and rewards success.

The purpose of this policy is to set out the standards and expectations of behaviour of all students and also support staff when challenged by unacceptable behaviours exhibited by individuals or groups of students. The policy outlines the expectations we have of our students' behaviour and the associated consequences of failing to meet those expectations. It extends to all students and is written in line with the principles set out in 'The Pledge'. Good behaviour and self-discipline support effective learning, and are vital for students both during and after their College years.

1.1 The College recognises that disruptive behaviour can often be an indication of unmet Social Emotional Behaviour Difficulties (SEBD) and/or Social Emotional Mental Health (SEMH) needs. Any formal response to a student's behaviour will always consider any factors that are influencing those behaviours. In such cases, a Connect Before you Correct, Trauma Informed approach and early intervention is essential to reduce the need for any subsequent exclusion or formal interventions. In this situation the pastoral support teams may consider a multi-agency assessment or referral that goes beyond the student's educational needs.

1.2 The College understands that the first step to modelling good behaviour is leading by example. This means that all staff, volunteers, and visitors to the College must act professionally, responsibly and with integrity. We work hard to ensure that discipline is consistent across the College so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately and without discrimination or prejudice, considering Special Educational Needs and Disabilities (SEND), as well as any additional challenges that some vulnerable students may face. Fitness to study support meetings can be used to ensure students are fully supported whilst studying at the College.

2. SCOPE

2.1 The principles in this Policy apply to all students on all programmes across College in both Further and Higher Education. The College will apply the principles in this policy to all students whatever their mode of study.

2.2 This policy will be applied to all programmes of study across the College within further education (FE) and higher education (HE), including apprenticeships and alternative provision.

2.3 In operating this policy, the College recognises:

- The right of the student to advocacy and the benefits of working in partnership with parents, carers, guardians, employers, health and/or social care services and other relevant external agencies.
- The right of appeal against any decision of disciplinary action.
- The care required in carrying out investigations and the importance of establishing the facts relating to any alleged breaches of the code of conduct.
- The strict confidentiality required when dealing with disciplinary issues in line with General Data Protection Regulations (GDPR).
- That not all students have the same access to digital technology and therefore adjustments will need to be made as appropriate.

3. OBJECTIVES

Principles and Approach

3.1 Blackburn College sets high expectations for the standards of behaviour of all our students and apprentices. Shared values, fair and consistent application of rewards and sanctions, and excellent teaching and support are pivotal to promoting positive behaviour and raising achievement.

3.2 All teaching staff should agree the standards and values expected/required from students and staff during the year. Once the group has agreed the values, they should be made clearly visible and applied consistently. This applies to classrooms in College and online teaching forums. All College staff should apply the 'Connect Before you Correct' approach to engaging with learners. Further detail can be found in the policy procedure.

3.3 Blackburn College is committed to ensuring that our College environment supports learning and promotes the wellbeing of students and staff through a strong sense of community cohesion. The role of the College is to create a safe and secure environment for all students

so that they discover, or rediscover, their curiosity for learning and build their confidence. Cooperation, support, and respect are the foundations of our community and we work hard to provide a safe College where students feel included in every aspect of College life and are comfortable to voice their opinions.

3.4 The College has shared expectations regarding positive behaviour which are clearly set out in 'The Pledge' and delivered through tutorials.

3.5 These expectations are encapsulated by the 'Blackburn College '3 Rs' approach.

3.6 Students are expected to adhere to the '3 Rs' in the classroom, the workplace, anywhere on College premises and during such off-campus activities as field trips and community projects. All staff are expected to remind students and define clear expectations throughout the year.

3.7 Tutors are responsible for managing behaviour in the classroom, but all College employees provide a supportive presence around the College campus and will challenge any students who do not use the College grounds respectfully and behave appropriately.

3.8 Effective classroom management by the tutor is crucial as this underpins positive behaviour for learning and contributes to the wider community cohesion across the College. The following tips will assist you to manage positive behaviour as the 'classroom manager'

- Managing entry to the learning environment – welcoming and engaging with students as they arrive.
- Make use of seating plans to manage particular personalities and group dynamics.
- Provide positive encouragement and praise positive achievements.
- Positive engagement – focused on learning and progress.
- Familiarise yourself with the Student Behaviour Procedure and reinforce standards and expectations with the students.
- Be consistent.
- Be assertive – firm but fair.
- Ensure students remain focused on the task – provide choice, seek regular feedback and provide positive encouragement.
- Advocate behaviour and attitude for learning.
- Work in partnership with parents/carers (where appropriate).
- Staff will be able to engage in a behaviour management training for challenging inappropriate behaviour in and outside the classroom.

3.9 The Three Rs

To promote a culture of positive behaviours, Blackburn College staff and students are expected to demonstrate the 'three **'R**s':

- Respect.
- Responsibility (Keeping yourself and others safe).
- Ready to Learn.

3.10 Respect

Show Respect:

- For knowledge and learning.
- For yourself, towards staff and other students.
- For the opinions, feelings and abilities of other students and staff.
- For the diversity of students.
- For the College and its property and facilities.
- By discouraging bullying or harassment of others.

3.11 Responsibility

Demonstrate a passion for learning by:

- Making a positive contribution in class, in the workplace and on other College activities.
- Showing commitment to learning.
- Displaying a "Will Do" attitude.
- Handing work in on time.
- Attending all classes, including, where appropriate, English, maths and other lessons or activities that enhance employability or personal effectiveness.
- Engaging with the Student Support and Experience Team to improve performance.
- Taking the initiative to improve or maintain the College and its grounds or help College staff without being asked e.g. By taking your litter with you, reporting breakages of equipment, assisting staff in preparing for classes.
- Taking the lead in College work, projects, tutorials etc., and encouraging others to join in.
- Stepping forward when others step back.

3.12 Ready to Learn

Be a student role model by:

- Preparing for learning and bringing in the correct course work and equipment.
- Being on time (every time) and motivated to learn.
- Taking part in College groups and enrichment activities.
- Acting as an ‘ambassador’ for the College.
- Being involved in volunteering and/or charity work and find work experience opportunities.
- Being proactive during individual tutorials in discussing ability, progress and setting realistic but challenging individual targets.
- Managing time well to meet deadlines, appointments and targets.
- Responding positively to feedback on how to improve the quality of work or behaviour at College.
- Thinking about the future and how your studies will support this.
- Taking responsibility for yourself and making the most of opportunities to improve English and Maths skills, to make yourself ‘work-ready’.

Contact with Parents and Carers and Employers:

3.13 For many students, their parents and carers play a big part in ensuring that the student is responsible for their own behaviour in College. Where appropriate, we will ask parents and carers (or where an apprentice is involved the employer) to work with the College to support learning. This includes informing the College of any special education needs or personal factors that may result in a student displaying certain behaviours. We will invite parents and carers and where an issue is in relation to an apprentice the employer will also be invited to attend meetings at the College with staff to discuss any behaviour issues early and to support any behaviour improvement contracts that are put in place. For students over the age of 18, parents/carers/employers will only be contacted with the consent of the student and where it is appropriate to do so.

3.14 We work with parents and carers/employers to understand the needs of the student and any specific behaviours. We believe that, in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community. Where appropriate, the College provides regular reports to parents, carers and employers via the student management system, telephone, and at parent/carer events.

3.15 We encourage parents, carers and employers to communicate with the College if they have a concern about the student’s behaviour. We promote good behaviour within the College

curriculum and provide regular reminders and reinforcement of College rules and expected standards of behaviour.

Gross Misconduct

3.16 Gross Misconduct means inappropriate and unacceptable behaviour, which breaches the purpose of this policy. Some examples of behaviours which are unacceptable to the College are given below for guidance purposes. These are examples and the list is not exhaustive. It is important to understand that even minor breaches of the code of conduct may be treated as serious misconduct if they are persistent or repeated.

3.17 The following behaviour is regarded as completely unacceptable and will **always result in stage four** of the disciplinary procedure and possible exclusion.

- Persistent verbal abuse to staff and others.
- Persistent verbal abuse to students.
- Physical abuse to/attack on staff.
- Physical abuse to/attack on students.
- Indecent behaviour.
- Damage to property.
- Misuse of illegal drugs.
- Misuse of other substances.
- Theft.
- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon.
- Arson.
- Any action that brings the College into disrepute, on-site or off-site.
- Unacceptable behaviour which has previously been reported and for which College sanctions and other interventions have not been successful in modifying the student's behaviour.
- Behaviour that falls under the Prevent agenda.
- Behaviour that disregards the health, wellbeing or safety of others including Public Health and/or community protection.

3.18 The following items must not be brought into College <u>under any circumstances</u>:

- Knives and other weapons.

- Alcohol.
- Illegal/harmful substances*.
- Stolen items.
- Fireworks.
- Pornographic material.
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

***Illegal / Harmful Substances**

The College will not tolerate the use of illegal or harmful substances of any sort on College Campus or during off-site College activities. The College takes its Substance Misuse Policy very seriously and will discipline any person found to be in possession of drugs or other harmful/dangerous substances. This includes solvents and any other substance that can be misused or is harmful. Students may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs/substances.

3.19 Prescription medication: carrying, supplying or taking prescription drugs illegitimately could result in a permanent exclusion.

3.20 Non-prescription medication: some over-the-counter drugs can be harmful if misused. Students should not carry these in College.

3.21 Medication: The College acknowledges that it may be necessary for some students to take medication during the College Day. Where appropriate, parents and carers should make the College aware of this in writing as soon as their dependent starts taking the medication. Storage is available upon request and where appropriate, see medicine policy for more information.

3.22 Alcohol: Bringing alcohol onto the College campus is strictly prohibited, with any breach potentially resulting in permanent exclusion. Consuming alcohol on campus is also strictly prohibited, unless it is being supplied by the College as part of an organised and licensed event (for the avoidance of doubt this is for over 18's only and any anti-social behaviour will be dealt with in line with the Behaviour policy).

3.23 All of these rules also apply when travelling to and from College or when engaged in learning activities away from College premises e.g. in the workplace.

4 MONITORING AND REVIEWING

4.1 The policy will be monitored and reviewed annually by the Executive Director of Support and Student Experience.

4.2 The effectiveness of the Policy will be measured through:

- Analysis of behaviour incidents and reports
- External engagement with community services e.g. the police and Local Authority
- Safeguarding alerts and interventions
- Tutorial activity

5 RELATED POLICIES/ PROCEDURES

- Student Behaviour Procedure
- Safeguarding and Child Protection Policy
- Keeping Children Safe in Education
- Sexual Violence, Harassment and Abuse Policy
- Anti-Bullying Policy
- Equity, Diversity and Inclusion Policy
- The Pledge 2026/27 (Available on the Teams Student Hub/Student Voice Channel)
- Academic Misconduct Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Disability Policy for Higher Education Students
- Compliments and Complaints Policy
- Medicine Policy

6 MANAGEMENT RESPONSIBILITY

6.1 The Executive Director of Student Support and Experience is responsible for this Policy.

6.2 The Heads of School are responsible for implementing the Policy and Procedure with support from the Head of Student Experience.

7 EQUALITY IMPACT ASSESSMENT

Blackburn College is committed to the promotion of equality, diversity and providing a supportive environment for all members of our community. Our commitment means that this policy has been reviewed to ensure that it does not discriminate (either intentionally or unintentionally) any of the protected characteristics of age, disability, gender (including

gender identity), race, religion or sexual orientation and meets our obligations under the Equality Act 2010. Therefore, this policy has no adverse impact on any of the above protected groups.

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