



# **Positive Behaviour Strategy**

**Developing confidence,  
skills  
and behaviours  
for the workplace**

## **Developing Positive Behaviour and skills for the Workplace**

Gloucestershire College (GC) is committed to supporting students to be workplace ready, this includes fostering excellent behaviours, which employers expect. GC has developed this policy to support an environment where exemplary behaviour is at the heart of productive learning. This is an environment where everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same. The aim of the Positive Behaviour Strategy is to reduce the number of students who are progressed through the formal behaviour sanctions and:

- To support a culture of excellent behaviour in College;
- To ensure that all students are treated fairly, shown respect and to promote good relationships;
- To help students take control over their behaviour and be responsible for the consequences of it;
- To build a community, which values kindness, care, good humour, good temper and empathy for others;
- To promote community cohesion through improved relationships.

## **Guidance and Support for all GC Staff**

Gloucestershire College is committed to supporting staff to feel empowered to manage behaviour positively. All staff, both academic and support have responsibility to model behaviour and develop students during their time at college.

Consistent approaches from staff are pivotal. All staff at Gloucestershire College should:

- Challenge students who are not wearing their student ID;
- Work collaboratively with wider teams to ensure that all students' extended needs are met;
- Redirect students by referring to the college behaviours and values;
- Always address students who are behaving badly;
- Approach all students and colleagues respectfully.

Middle and senior leaders will:

- Have a visible, daily presence around the College and particularly at times of mass movement;
- Conduct positive learning walks that highlight excellent behaviour and support moments of challenge;
- Support staff to feel equipped to promote positive behaviour and effectively manage any poor behaviour;
- Provide training for managing difficult behaviour and challenging students.

## ***Positive Behaviour Strategy at GC***

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Gloucestershire College (GC) is committed to acknowledging when students have achieved. What achievement looks like will be unique and pertinent to each individual student. The way students feel about themselves and their abilities is influenced hugely by evaluation of their worth by tutors, other staff and their peers. These feelings influence the way students perceive the authority of the College.

Where students feel they are valued, they respect staff and accept their authority.

Students clearly know what kind of atmosphere they prefer in College and what they expect of a 'good tutor'. Research has shown that over a range of ages, students produce a very similar list of characteristics that they look for in adults who work with them.

Students want all staff to:

- Treat them as a person
- Help them learn and feel confident and prepared for the world of work
- Make the day a positive one
- Be fair and consistent
- Have a sense of humour
- Challenge poor behaviour

## ***Fostering Excellent Behaviour***

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**Habits of staff who manage behaviour well:**

- They deliberately and persistently acknowledge students who are 'doing the right thing'
- They teach students the behaviours that they want to see and that employers in the industry would expect
- They reinforce conduct / attitudes that are appropriate to context
- They sustain a passion for their subject that breaks through the limiting self-belief of some students
- Work relentlessly to build mutual trust and respect
- They refuse to give up on any student

## **Positive Reinforcement and Reward**

Positive and productive relationships with students are central to excellent behaviour management. At Gloucestershire College we recognise students who go 'over and above' our expectations. Excellent conduct is valued, appreciated and recognised. Our rewards should include:

- Verbal praise and positive recognition
- Positive comments and references added to Pro-Monitor, ensuring they are visible to the student
- Tangible demonstrations of praise including certificates, postcards, awards and positive phone calls home.
- Positive contact home can be arranged through the curriculum admin team.

It is important to recognise that students differ in the way they appreciate praise and feedback. If you have a new idea to promote excellent behaviour, please contact your Head of School or Head of Student Support.

## **Support for Staff**

The Teaching and Learning sharepoint site has strategies and ideas to implement in and out of the classroom. The link to the site is [here](#) but can also be accessed via the college Intranet homepage. Academic staff can also ask for advice and support from:

- Line Manager or Head of School
- Head of Teaching and Learning
- Deputy Head of Teaching and Learning

The team can arrange 1:1 or wider team support and training. Many of these are in bitesize 1 hour formats.

Professional services staff can also ask for advice and support from:

- Line Manager or Training and Development team
- Head of Student Support
- Student Development / Support Managers

## Managing Poor Behaviour - Informally

For the vast majority of students, a gentle reminder or nudge in the right direction or support of is all that is needed. If students choose to ignore early interventions, then a more formal process is required. The following is provided as **guidance** for staff to informally manage behaviour.

### The Approach

As you approach a student to intervene in their poor behaviour think about the three 'A's:

- **Audience** How might the audience affect the interaction / How could the learner be affected by it? Consider moving to quieter space or having the conversation away from the group.
- **Acceleration** How can you stop the situation accelerating? Which deceleration techniques work with this learner?
- **Anger** How are you managing your anger and the anger/emotion of the student? Do you need to give the student time to calm down, time to think or consider their next move?

<b>30 Second Intervention</b>
1. Gentle approach, personal, non-threatening, side on, eye level or lower. 2. State the behaviour that was observed and which rule/expectation/routine it relates to. 3. Ask the student what the consequences of their actions might be and what might happen in the workplace. Refer to previous good behaviour / learning, as a model for the desired behaviour. 4. Discuss if any support is required to help them modify their behaviour.



- **Step One: The Reminder**

A reminder of the expectations for students delivered **privately** to the student. The tutor or appropriate support staff member makes them aware of their behaviour. The student has a choice to do the right thing.

- **Step Two: The Caution**

A clear verbal caution delivered privately to the student making them aware of their behaviour and clearly outlining the consequences if they continue. The student has a choice to do the right thing and make staff aware of any barriers that are preventing them from doing so.

- **Step Three: The Time Out**

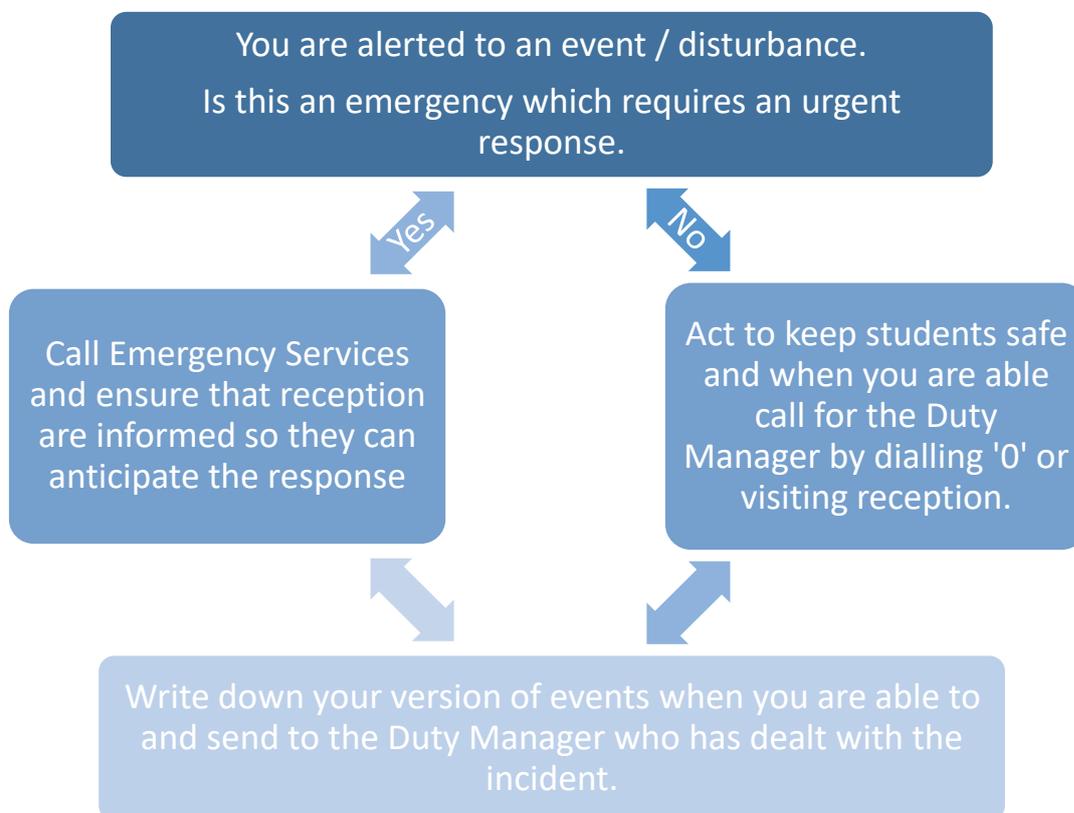
The student is asked to speak to the member of staff away from other students. Boundaries are reiterated and the student is asked to reflect on their next step. The student is asked if they need any support with barriers to good behaviour. The student is given a final opportunity to re-engage with learning / following instructions.

*Staff should think about whether a comment on Pro-Monitor is appropriate if they were able to turn the behaviour round, as this should always be commented on as a positive outcome.*

## ***Managing Behaviour – Disruptive Event***

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Where there is a significant event or disruptive occurrence, the following steps should be followed. This ensures that the approach is consistent and staff reactions can be pragmatic and considered.



Student Mentors and or Heads of School cannot always be available, therefore the Duty Manager should always be contacted first. The reason for this is to:

- Provide **impartial** managerial support
- Ensure that someone is able to support and suspend students in the interests of safety, if this is required
- Write a report on the incident so it can be investigated properly

In an emergency call for support straight away and ask for the involvement of a more senior member of staff / duty manager. Act to keep yourself and other students safe.

## ***Managing Poor Behaviour - Formally***

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Gloucestershire College is committed to developing students for the workplace, who are ready to meet and exceed the expectations of employers. In this regard we have developed the Disciplinary procedure in line with the expectations in industry. They allow for fairness, consistency and a clear line of interventions to support the student to re-engage successfully in learning.

The Student Disciplinary Process should be implemented consistently across the college and can be found [here](#)

### **Learning Agreement and Code of Conduct**

All students sign a learning agreement and agree to the [GC Student Agreement and Code of Conduct](#). This is a reflection of what would be expected in the workplace. Any breach of this agreement including any breach of Health and Safety or other College regulations is deemed misconduct.

Staff should utilise the Code of Conduct to redirect student behaviour and to support students in upholding the College values.

### **Pink Panel – Important information for all staff.**

The Pink Panel runs parallel to this process and relates to:

- 'Looked After Students' / Children in Care
- Care leavers
- Students with a My Plan/My Plan+/EHCP

Students are identified by a pink flag on ProMonitor. This enables staff to recognise that they will require reasonable adjustment and are likely to require more support and a holistic approach to managing behaviour.

It is important that concerns are flagged promptly to ensure that Gloucestershire College meets statutory timescales and obligations for these students. Early notification also enables the requests of additional resource from the Local Authority, if needed, to support their retention and achievement.

The following should be made aware of students with a pink flag who are escalated through the disciplinary process, prior to any meetings or recommendations:

- SEND Service Manager – for verbal and written warnings
- Head of Learning Support / Head of Student Welfare / Head of Foundation Studies – prior to a final stage hearing. These individuals will act as chair in these meetings, in these circumstances.

\*please note Head of Foundation Studies should be informed before any action is taken regarding students in the Foundation Studies department.

Students with a pink flag should NOT be asked to leave their course at any time without the correct process being followed as we are named as their education provider in legal documents. Staff have a responsibility to be aware of their obligations regarding the Pink Panel process.

### **Capability to Study Process**

In some cases it may be inappropriate to instigate the disciplinary process for example due to bereavement, mental health concerns or long term illness. Here the '**Capability to Study**' process can be invoked. Discretion should be used in such cases, but this should still be monitored and recorded.

## **Gross Misconduct**

Gross misconduct is dealt with through the formal disciplinary process. These behaviours include but are not limited to:

- Violent, dangerous or threatening conduct.
- Possession of dangerous materials or weapons.
- Theft or unauthorised possession of any property or facilities belonging to the College, or to any employee or student.
- Serious damage deliberately sustained to College property.
- Bribery or corruption.
- Serious negligence/incompetence which causes unacceptable loss, damage or injury.
- Substance misuse or supply of illegal substances to others.
- Serious incapability and/or misconduct as a result of being intoxicated by reason of alcohol or illegal drugs.
- Violation of the College's rules and procedures concerning health and safety at work.
- Unlawful discrimination, intimidation, bullying or harassment including hate crimes.
- A criminal offence (whether it is committed during or outside college) which may adversely affect the College's reputation, other students or staff.
- Deliberately accessing internet sites containing pornographic, offensive, racist, extremist or obscene material.
- Any action which puts the health and safety of others at risk.

**These can be escalated immediately to the Final Stage Meeting. Students should be suspended pending an investigation.** Without tangible evidence, staff should ensure statements are collected before deciding what stage to instigate. A written warning may be more appropriate in some instances.

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