Behaviour Policy

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1. Policy Statement

This Behaviour Policy sets out Reach Education and Employment's expectations for conduct, respect, and professionalism across all provision. We aim to create a safe, inclusive, and positive learning environment where all learners can succeed.

We promote behaviour that reflects our core values: **respect, responsibility, integrity, and ambition**. We recognise that learners are developing independence and adulthood, and we support them to make positive choices.

2. Scope

This policy applies to:

- All learners (Pre-16, 16–18, adults, SEND, part-time, full-time)
- All staff, volunteers, directors, and contractors
- All college sites, online platforms, transport, work placements, trips, and events

It should be read alongside:

- Safeguarding Policy
- Anti-Bullying Policy
- Equality, Diversity & Inclusion Policy
- Attendance Policy
- Disciplinary Procedure
- Acceptable Use of IT Policy

3. Principles

Our approach to behaviour is based on:

- **High expectations** for all learners
- **Positive relationships** between staff and learners
- **Consistency** in expectations and responses
- **Restorative practice** where appropriate
- **Support before sanction**, especially for vulnerable learners
- **Clear boundaries** that promote safety and respect

4. Expected Standards of Behaviour

Learners are expected to:

4.1 In the Classroom

- Arrive on time and ready to learn
- Engage positively in lessons
- Follow staff instructions
- Use respectful language
- Complete work to the best of their ability
- Adhere strictly to the organization’s "phone-free by default" infrastructure. Personal mobile phones, smartwatches, and wireless communication devices must remain completely powered off and securely stored away in designated locked pouches from arrival until dismissal. Devices must be "not seen, not heard" during lessons, breaks, lunch periods, and all corridor transition times.

4.2 Around the premises

- Treat others with respect
- Behave safely and responsibly
- Keep the environment clean and tidy
- Follow health and safety rules

4.3 Online

- Use organisational systems appropriately
- Communicate respectfully
- Never share harmful, abusive, or discriminatory content
- Learners are strictly prohibited from using organizational networks, personal mobile data, or digital applications to create, view, or distribute synthetic media or AI-generated explicit deepfakes that target or caricature members of the Reach community or other individuals. Furthermore, using generative AI chatbots to produce abusive, harassing, or sexually explicit material is treated as an active safeguarding breach and will be escalated immediately to the child protection team.

4.4 Work Placements

- Demonstrate professionalism

- Follow employer policies
- Represent the organisation positively

5. Prohibited Behaviours

The following behaviours are not tolerated:

- Bullying, harassment, or discrimination
- Violence or threats
- Damage to property
- Theft or fraud
- Possession or use of drugs, alcohol, or weapons
- Academic misconduct (plagiarism, cheating)
- Misuse of IT systems
- Behaviour that compromises safety or safeguarding
- AI-mediated Abuse: Generating, sharing, or possessing non-consensual synthetic or AI-manipulated explicit imagery.
- Learners are strictly prohibited from using organizational networks, personal mobile data, or digital applications to create, view, or distribute synthetic media or AI-generated explicit deepfakes that target or caricature members of the Reach community or other individuals. Furthermore, using generative AI chatbots to produce abusive, harassing, or sexually explicit material is treated as an active safeguarding breach and will be escalated immediately to the child protection team.
- Extreme Misogyny and Gender-Based Hostility: Accessing, promoting, or distributing digital content associated with extreme misogynistic ideologies or movements that encourage violence, degradation, or harassment against women and girls.

6. Support for Positive Behaviour

We recognise that some learners may need additional support. This may include:

- Pastoral support
- Mentoring
- SEND support or reasonable adjustments
- Behaviour support plans

- Early help or external agency involvement
- Restorative conversations

Support does not replace accountability but helps learners succeed.

7. Responding to Behaviour Concerns

We use a **graduated response**:

7.1 Stage 1 – Informal Response

- Verbal reminder
- Restorative conversation
- Classroom strategies
- Note on learner record

7.2 Stage 2 – Formal Warning

- Formal discussion with tutor
- Behaviour contract
- Parent/carer contact (if under 18 or vulnerable adult)
- Targeted support

7.3 Stage 3 – Escalation

- Meeting with director
- Pastoral or safeguarding involvement
- Temporary removal from class
- Written warning

7.4 Stage 4 – Disciplinary Action

- Suspension
- Final written warning
- Withdrawal from programme (as last resort)

All actions are recorded and reviewed.

8. Bullying, Harassment, and Discrimination

We operate a **zero-tolerance** approach to:

- Bullying

- Sexual harassment
- Hate incidents
- Discriminatory behaviour
- Online abuse
- AI-mediated Abuse: Generating, sharing, or possessing non-consensual synthetic or AI-manipulated explicit imagery.
- Extreme Misogyny and Gender-Based Hostility: Accessing, promoting, or distributing digital content associated with extreme misogynistic ideologies or movements that encourage violence, degradation, or harassment against women and girls.

Incidents are treated as safeguarding concerns and follow the Safeguarding Policy.

9. Reasonable Adjustments

We recognise that behaviour may be affected by:

- SEND
- Mental health
- Trauma
- Medical needs
- Care-experienced backgrounds

Where appropriate, we will:

- Make reasonable adjustments
- Provide support plans
- Work with external agencies

Adjustments do not excuse harmful behaviour but ensure fairness.

10. Searching, Screening, and Confiscation

The organisation may search learners where permitted by law, including for:

- Weapons
- Drugs or alcohol
- Stolen items

- Items posing a safety risk

Confiscated items are handled in line with safeguarding and legal requirements.

11. Recording and Monitoring

We monitor behaviour trends to:

- Identify patterns
- Support vulnerable learners
- Improve curriculum and pastoral provision
- Inform the Quality Improvement Plan

Data is reviewed by senior leaders and governors.

11.1 Monitoring Part-Time Timetables:
The organization recognizes that placing a learner on a modified or part-time timetable—regardless of the underlying reason—substantially increases their safeguarding vulnerability and restricts their access to education. The tracking team must maintain a centralized, real-time log of any learner on a reduced schedule. This data is reviewed weekly by senior leaders and the Designated Safeguarding Lead (DSL) to monitor safety, cross-reference attendance patterns, and trigger early multi-agency interventions.

11.2 Tracking Classroom Removals:
To identify early behavioural degradation and prevent hidden safeguarding vulnerabilities, all instances of a learner being formally removed from the classroom due to behavioural disruption must be recorded immediately on the central database. Senior leadership teams will analyse this data weekly to flag learners experiencing frequent or repetitive removals. High-frequency removals will automatically trigger an internal multidisciplinary review involving the pastoral, SEND, and safeguarding teams to investigate root causes, such as underlying trauma, domestic distress, or peer exploitation.

12. Appeals

Learners may appeal disciplinary decisions. Appeals must be:

- Submitted in writing
- Reviewed by a senior leader not involved in the original decision
- Responded to within 10 working days

Appendix

BEHAVIOUR PROCEDURE

Operational Guide for Staff

1. Purpose of the Procedure

This procedure provides a **clear, consistent, and graduated response** to learner behaviour across all provision. It ensures staff know:

- what to do
- when to escalate
- who to involve
- how to record actions
- how to support learners effectively

It should be used alongside the Behaviour Policy, Safeguarding Policy, and Attendance Policy.

2. Behaviour Response Stages (Overview)

Stage 1 – Reminder & Reset Stage 2 – Recorded Concern Stage 3 – Curriculum Intervention Stage 4 – Formal Behaviour Meeting Stage 5 – Disciplinary Action Stage 6 – Suspension / Withdrawal

Each stage is detailed below.

3. Stage-by-Stage Procedure

Stage 1 – Reminder & Reset (Informal)

Used for: low-level disruption, lateness, minor disrespect, off-task behaviour.

Staff Actions:

- Give a clear verbal reminder of expectations.
- Use de-escalation and restorative language.
- Offer a "reset" opportunity.
- Move the learner within the room if needed.

Recording:

- No formal record unless repeated.

Outcome:

- Learner returns to positive engagement.

Stage 2 – Recorded Concern (Tutor Action)

Used for: repeated low-level issues, refusal to follow instructions, inappropriate language.

Staff Actions:

- Speak to learner privately after class.
- Log concern on the learner record system.
- Contact parent/carer if under 18 or a vulnerable adult.
- Set clear expectations and targets.

Recording:

- Mandatory log entry.

Outcome:

- Issue addressed early; pattern monitored.

Stage 3 – Curriculum Intervention (Escalation)

Used for: persistent behaviour, disruption affecting others, early signs of disengagement.

Director Actions:

- Director reviews behaviour logs.
- Hold a curriculum-level meeting with learner.
- Agree a **Behaviour Support Plan** (targets, support, consequences).
- Refer to pastoral/SEND if appropriate.

Recording:

- Behaviour Support Plan uploaded.
- Parent/carer informed (if applicable).

Outcome:

- Structured support in place; behaviour monitored weekly.

Stage 4 – Formal Behaviour Meeting

Used for: failure to meet Behaviour Support Plan, serious one-off incidents.

Actions:

- Formal meeting with Director + learner.
- Review evidence and previous interventions.
- Issue a **Formal Written Warning** if appropriate.
- Update support plan or escalate to safeguarding if concerns arise.

Recording:

- Formal meeting minutes.
- Warning letter issued and stored.

Outcome:

- Clear final expectations set before disciplinary action.

Stage 5 – Disciplinary Action

Used for: serious misconduct, repeated non-compliance, safeguarding-linked behaviour.

Actions:

- Senior Leader reviews case.
- Conducts a **Disciplinary Hearing**.
- Possible outcomes:
    - Final written warning
    - Temporary suspension
    - Conditions for return
    - Referral to external agencies (if safeguarding)

Recording:

- Disciplinary outcome letter.
- Safeguarding referral if required.

Outcome:

- Learner given final opportunity to meet expectations.

Stage 6 – Suspension or Withdrawal

Used for: violence, threats, drugs, weapons, persistent refusal to comply, or risk to others.

Actions:

- Senior Leader authorises suspension or withdrawal.
- Safeguarding team notified.
- Parent/carer informed (if applicable).
- Exit meeting offered.
- Referral to external support services where appropriate.

Recording:

- Withdrawal/suspension documentation.
- Safeguarding record (if relevant).

Outcome:

- Safety and wellbeing of the community protected.

4. Immediate Safeguarding Concerns

At **any stage**, if behaviour indicates:

- exploitation
- abuse
- radicalisation
- mental health crisis
- risk to self or others

Staff must **immediately** contact the **Designated Safeguarding Lead**. Safeguarding overrides the behaviour procedure.

5. Reasonable Adjustments

Before escalating, staff must consider:

- SEND needs
- mental health
- trauma history
- care-experienced status
- EHCP requirements

Adjustments may include:

- alternative communication methods
- additional processing time
- pastoral mentoring
- modified expectations

Adjustments do **not** remove accountability but ensure fairness.

6. Recording Requirements

All behaviour concerns from **Stage 2 onwards** must be recorded on the learner record system, including:

- date/time
- behaviour observed
- actions taken
- support offered
- communication with parents/carers

- next steps

Accurate recording ensures consistency and protects staff and learners.

7. Roles and Responsibilities

Teaching Staff/Job Coaches

- Apply Stages 1–2
- Record concerns
- Communicate with learners and parents/carers

Directors

- Lead Stages 3–6
- Oversee support plans
- Monitor patterns
- Make final decisions
- Ensure fairness and compliance

Pastoral/SEND Teams

- Provide support and interventions
- Advise on reasonable adjustments

Safeguarding Team

- Intervene where risk is identified
- Liaise with external agencies

BEHAVIOUR CONTRACT

Learner Name: _____

Course/Programme: _____

Tutor/Job Coach: _____

Date Issued: _____

1. Purpose of This Contract

This Behaviour Contract is designed to support the learner in meeting the expectations set out in the organisation's Behaviour Policy. It outlines:

- the behaviour concerns identified
- the expectations moving forward
- the support that will be provided
- the consequences if expectations are not met

The aim is to help the learner succeed, remain on programme, and maintain a positive learning environment.

2. Behaviour Concerns Identified

(Staff to complete)

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-
-

These concerns have impacted:

- ☐ Learning
- ☐ Attendance/punctuality
- ☐ Safety
- ☐ Respect for others
- ☐ Professional conduct
- ☐ College values

3. Expectations Moving Forward

The learner agrees to:

1.
2.
3.
4. Attend all lessons on time and fully participate.
5. Treat staff, peers, and the environment with respect.
6. Follow instructions from staff at all times.
7. Use mobile phones and devices appropriately.
8. Comply with health, safety, and safeguarding requirements.

(You can add or remove expectations depending on the case.)

4. Support to Be Provided

The organisation will provide the following support to help the learner meet expectations:

- ☐ Pastoral support

- ☐ Mentoring
- ☐ SEND support / reasonable adjustments
- ☐ Behaviour coaching
- ☐ Attendance support
- ☐ Counselling / wellbeing support
- ☐ Restorative meeting
- ☐ Additional learning support
- ☐ Referral to external services

Additional support agreed:

-

5. Monitoring and Review

Review Date: _____

Reviewing Staff Member: _____

Progress will be monitored through:

- Behaviour logs
- Attendance and punctuality
- Tutor feedback
- Curriculum manager oversight
- Pastoral/SEND involvement (if applicable)

6. Consequences if Expectations Are Not Met

If the learner does not meet the expectations in this contract, the following actions may be taken:

- Further behaviour meeting
- Formal written warning
- Temporary suspension

- Conditions for return
- Withdrawal from programme (as a last resort)

Safeguarding concerns will be escalated immediately.

7. Learner Statement

I understand the concerns raised and agree to follow the expectations outlined in this Behaviour Contract. I understand the support available to me and the consequences if I do not meet the agreed expectations.

Learner Signature: _____

Date: _____

8. Staff Signatures

Role	**Name Signature Date**
Tutor	
Job Coach	
Direcotr	
Pastoral/SEND Staff (if applicable)	
Parent/Carer (if under 18 or vulnerable adult)	

LEARNER CODE OF CONDUCT

Academic Year: _____

Approved by: _____

1. Purpose of the Code of Conduct

This Code of Conduct sets out the standards of behaviour expected from all learners. It ensures that our college is a **safe, respectful, inclusive, and professional** environment where everyone can learn and succeed.

All learners are expected to follow this Code at all times — on the premises, online, on transport, on trips, and during work placements.

2. Our Core Expectations

All learners must:

- **Respect** staff, peers, visitors, and the environment
- **Take responsibility** for their actions and learning
- **Act professionally**, preparing for adulthood and employment
- **Follow instructions** from staff at all times
- **Engage fully** in lessons and activities
- **Uphold safety**, safeguarding, and wellbeing standards

3. Behaviour in the Classroom

Learners are expected to:

- Arrive on time, prepared, and ready to learn
- Participate positively in lessons
- Use respectful language and behaviour

- Complete work to the best of their ability
- Follow staff instructions immediately
- **Adhere strictly to the phone-free mandate:** Turn off personal mobile phones and smartwatches and store them securely in your designated locked pouch from arrival until dismissal. Devices must remain "not seen, not heard" across all lessons, work experiences, breaks, lunch periods, and transition times.
- Avoid disrupting the learning of others

4. Behaviour Around Campus

Learners must:

- Move safely and calmly around the site
- Keep the environment clean and tidy
- Treat facilities, equipment, and property with care
- Follow health and safety rules
- Show respect in social spaces

5. Online Conduct

Learners must:

- Use systems responsibly
- Communicate respectfully online
- Never share harmful, abusive, or discriminatory content
- Protect their own and others' personal information
- Follow the Acceptable Use of IT Policy

6. Attendance and Punctuality

Learners are expected to:

- Attend all lessons and placements
- Arrive on time
- Report absences promptly
- Catch up on missed work

- Engage with attendance support where needed

Persistent absence or lateness may lead to disciplinary action.

7. Professional Conduct (Work Placements)

Learners must:

- Follow employer policies and procedures
- Demonstrate professionalism and reliability
- Communicate appropriately with colleagues and supervisors
- Represent the organisation positively
- Report concerns immediately

8. Prohibited Behaviours

The following behaviours are **not tolerated**:

- Bullying, harassment, or discrimination
- Violence, threats, or intimidation
- Possession or use of drugs, alcohol, or weapons
- Theft, fraud, or damage to property
- Academic misconduct (plagiarism, cheating)
- Misuse of IT systems
- Behaviour that compromises safety or safeguarding
- Hate incidents or sexual harassment

These may result in suspension or withdrawal.

9. Support for Learners

We recognise that some learners may need support to meet expectations. Support may include:

- Pastoral support
- Mentoring
- SEND support or reasonable adjustments
- Wellbeing or counselling services
- Behaviour support plans

- Restorative meetings

Support does not remove accountability but ensures fairness.

10. Consequences of Not Meeting Expectations

If a learner does not follow this Code of Conduct, the organisation may take action including:

- Verbal reminder
- Recorded concern
- Behaviour meeting
- Behaviour contract
- Formal warning
- Suspension
- Withdrawal from programme (last resort)

Safeguarding concerns are escalated immediately.

11. Learner Agreement

I have read and understood the Learner Code of Conduct. I agree to follow these expectations and understand the consequences if I do not.

Learner Name: _____

Signature: _____

Date: _____

Tutor Signature: _____

Date: _____