



Buckinghamshire  
College Group

# **Student Positive Behaviour Guidance 2021-22**

***Warmly Welcomed and Wanted;  
Every Student, Every Day, by Everyone.***

Responsible Officer: Faculty Director Service Industries,  
Foundation Learning, ESOL and Learning Support  
Date: August 2021  
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Procedure Available: Intranet and Website

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## **1. Introduction**

The Positive Behaviour Guidance aims to ensure that all students are able to study and achieve success, free from disruption, encouraging positive behaviour, and responsibility for learning. The College is preparing students for work and therefore work place behaviours and attitudes are expected from all students.

At Buckinghamshire College Group 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 student 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.

Our approach is based on strong evidence, showing that encouragement and reinforcement of positive actions is more effective in changing and improving behaviour than focussing primarily on punitive measures.

## **2. Aims**

The guidance aims to:

- Effectively support the Six Week and the Attendance and Engagement Strategies
- Embed a Restorative Practice approach across College
- Promote positive behaviour
- Appropriately challenge negative behaviour
- Encourage positive reinforcement and mutual respect
- Support a consistent approach
- Provide clarity of roles and responsibilities
- Encourage high expectations
- Enable effective sanctions
- Establish calm, productive and safe learning environments

## **3. Scope of Guidance**

This Guidance will apply to all members of the College community and to all behaviour management issues arising within the College and/or whilst engaged in College related learning or activities. This is a whole College guidance from which no one is exempt.

This Guidance requires everyone to play a part, leading to:

- Empowerment for staff and improvement to staff wellbeing
- Collaborative working and shared values
- Improved communication and sharing of information
- Consistent practice across faculties
- Reduction in higher level disciplinarys
- Increased retention and student satisfaction

Behaviour Management training and development will be made available to all staff throughout 2021/22.

#### 4. Buckinghamshire College Group's approach to positive behaviour:

Underpinning the positive behaviour approach is the simple reality that **we all like to be praised** for what we do well.

Teachers who praise students achieve better results from them and from other students who notice and model this good behaviour.

The Restorative Practice approach proposes that students who are praised for displaying desired behaviours are motivated to do well and in turn other students notice and copy this behaviour. This policy adopts four key pillars which are the foundations for creating an environment which is focussed on reward and recognition instead of punitive action:

**RESPECT:** for everyone by listening to other opinions and learning to value them

**RESPONSIBILITY:** taking responsibility for your own actions

**REPAIR:** developing the skills within our College community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

**RE-INTEGRATION:** working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education

Improvements in behaviour begin when values change:

- Every day is a fresh start
- Greet your students at the door
- Model respectful language always
- Be interested in who your students are
- Engage students in decision making
- Teach and model excellent practice
- Use affective statements and questions
- Reward Reward Reward
- Never remove a reward given
- Whole group punishments are never fair
- Sanctions should always be proportionate

Restorative Practice (RP) is not exclusive and can be used as a stand-alone approach or in conjunction with formal disciplinary sanctions (please see Student Disciplinary Process 2021/22).

#### 5. Classroom Contracts

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. Course leaders will also discuss the Student Code of Conduct which students would have been given during induction and is also available on Cloud.

Group Value Agreements could include:

- Agreeing a mantra for crisis points e.g. 'I am in control and I will stay calm'
- Using respectful language
- Positive listening
- No interruptions
- Valuing contributions
- Celebrating difference
- Understanding difficulties
- Find something to praise for each member of the group

## **Key elements of successful group working:**

Developing and maintaining positive relationships – underpins and is key to the success of the implementation of the Positive Behaviour Guidance along with a commitment to Equality, Diversity and Inclusion, coaching and restorative practice.

Role modelling calm adult behaviour – adult behaviour, emotional control, teacher expectations. Separates the behaviour from the student.

Reward and Recognition – rewards, recognition, praise, motivation, engagement. Looks for the positive. “You get more of the behaviour you notice the most.”

Key Principles:

- Reward and praise regularly
- It's not what you give but the way that you give it
- Make the system simple to operate
- Make the reward system personal
- Recognition beats material rewards every time
- Students need to know what the rewards are for

Consistency – Simple rules which are clear and known to everyone (students, guardians, and staff). Consistency across College and in own practice. Relentlessly refer to your agreed rules and expectations. Consistently uphold the College values.

## **Examples in practice:**

- Relationships – meet and greet students whenever you encounter them; a smile and a hello. Students feel welcome and valued
- Role Modelling – maintaining a calm response to challenging behaviour; not matching the level of emotion the student may be displaying e.g. anger
- Reward and recognition – a postcard home, who does the student want to make proud?
- Consistency – Agree class rules and expectations with your students and stick to them, refer back to them with students
- Use affective statements and questions
- Chairing a Restorative Circle – this is a student led meeting

## **6. Restorative Practice Intervention**

After three strikes and before the formal disciplinary process is implemented, Restorative Practice Intervention (RPI) should be implemented. Subsequently at each stage of the formal disciplinary process, a Restorative Practice Intervention will also be conducted.

### **Restorative Practice Interventions – Support to improve behaviour**

Restorative interventions / conversations should underpin all activity related to behaviour and be recorded on ProMonitor.

### **Restorative Practice Intervention Stages**

A restorative intervention is designed to address undesirable behaviours in a non-punitive, supportive way. It provides opportunities for those directly affected by an offence/incident (victim, offender and members of staff) to communicate, and agree how to deal with the behaviour and its consequences.

Course leaders or other designated members of staff are responsible for these positive interventions. Please note individual tutors with the support of behavioural management training should deal with incidents of low-level disruption in classrooms using coaching techniques.

## **Fresh Start Agreement**

This is a contract between a student and the Curriculum Manager on behalf of Buckinghamshire College Group. The contract can be individualised for each student and situation, for example, attendance, punctuality, behaviour. Every Fresh Start Agreement will be reviewed fortnightly by the Curriculum Manager and will remain on the student record for the remainder of the academic year.

## **7. Guidance on how to chair a Restorative Practice Intervention meeting (Restorative Circle)**

Introductions to be made by the Curriculum Manager and the meeting to be minuted by the Curriculum Administrator and uploaded to ProMonitor. The Curriculum Manager will complete an action plan as part of the Fresh Start Agreement. This must be sent to the student and parent/carer within 48 hours of the meeting taking place.

### Context

The Curriculum Manager to outline the reasons for the meeting taking place including behaviours.

### Outline of discussion

All participants to outline the impact that the incident has had on them. Some of the following feelings might be shared:

Stress

Upset

Sadness

Lack of control

Feeling as though it shouldn't have happened in the first place

Anxious about other students feeling safe

Worried that it might happen again

Disappointed

Hurt that my property has been taken

Scared of the repercussions

### Outcome

Everyone to agree on actions that need to be completed by the agreed date and draw a line underneath the incident so all parties can move on. These actions make up the Fresh Start Agreement.

Examples of actions could include:

### **Attendance**

- Attendance to all parts of the study programme must be 100% every week
- Punctuality must be 100% every week
- Any sickness absence that is unavoidable should be reported in line with College procedures.

### **Behaviour**

- Wear ID badge at all times
- Follow College rules with regards to health and safety
- Demonstrate respectful behaviour at all times, there will be zero tolerance of any kind of bullying or harassment to students, staff or visitors both inside and outside of College and the community.
- Meeting the college charter, code of conduct, ready to learn with a positive attitude.
- Timely submission of assessed work

DATE

STUDENT NAME  
STUDENT ADDRESS

**Student Name:** \*\*\*\*\*  
**Student ID:** \*\*\*\*\*

Dear NAME

**Behaviour at College – Restorative Practice Intervention**

The wellbeing, safeguarding and success of our students is a priority at Buckinghamshire College Group. We all agree that mutual respect and tolerance should be encouraged and supported across the whole College community. Positive behaviour, including attendance, is an important part of our expectations as set out in the Buckinghamshire College Group Student Code of Conduct, a copy of which has been enclosed with this letter.

In line with the Positive Behaviour Guidance and the Student Disciplinary Policy, this intervention is supportive and has been implemented to encourage behavioural change to enable you to progress on your current course and do well. Please refer to your Fresh Start Agreement for your agreed actions and timelines.

It is really important that you engage with this process which is designed to help you to reflect on your behaviour and make the changes necessary to ensure your success.

Yours sincerely

Faculty Director or Curriculum Manager



**Fresh Start Agreement**  
***Every day is a fresh start***

This contract is made on: **(DATE)**

Between **(CM/FD NAME)** Curriculum Manager/Faculty Director on behalf of Buckinghamshire College Group

And

**(STUDENT NAME)**

The following actions were agreed:

- **Insert actions (this could include paying for damage, assisting estates, security and curriculum teams )**

**Examples:**

**Attendance**

- **Attendance to all parts of the study programme must be 100% every week**
- **Punctuality must be 100% every week**

**Behaviour**

- **Follow College rules with regards to health and safety**
- **Demonstrate respectful behaviour at all times, there will be zero tolerance of any kind of bullying or harassment to students, staff or visitors both inside and outside of College and the community.**

A follow-up monitoring review to be undertaken by the Curriculum Manager at the end of each term, as appropriate.

I will enter into a commitment not to act in a manner which causes or is likely to cause harassment, alarm, distress or injury to anyone within Buckinghamshire College Group, its grounds, or in the immediate vicinity of the college.

A follow-up monitoring review is to be undertaken on **(DATE within 2 weeks)** to see if the actions and improvements have been met, if so, the Fresh Start Agreement will be completed.

I am aware that if I do anything, which I have agreed not to do under this agreement or anything that contravenes the Student Code of Conduct, will result in next stage of the disciplinary process.



**Declaration**

***I confirm that I understand the meaning of this contract and that the consequences of the breach of contract have been explained to me.***

Signed:..... Young Person

Date .....

Signed: ..... Parent/Guardian

Date .....

**WITNESSED**

Signed: ..... College Representative

Date .....