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By	Senior Team
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VLUK BEHAVIOUR AND DISCIPLINE POLICY 2022-2023

1. POLICY STATEMENT

Tutors and learners at VLUK campuses should work together to establish and maintain a learning and social environment which emphasises positive behaviour. Behaviour management is an integral part of VLUK, which teaches appropriate and relevant social skills to all learners. This enables learners to participate fully in the home, education environment and local community and prepares them for the responsibilities of adult life in a diverse society.

GOOD RELATIONSHIPS

It is our belief that good discipline is based, first and foremost, on good relationships between staff and learners and high expectations of learners in terms of behaviour and work. These principles extend to the interaction of the whole VLUK community.

2. AIMS

VLUK will;

- promote the highest possible degree of consensus about standards of behaviour among staff, learners and parent/carers;
- provide clear guidance to staff, learners and parent/carers about standards of behaviour and their application;
- encourage staff to recognise and praise good behaviour, as well as deal with inappropriate behaviour and notify parent/carers of successes *and* problems;
- develop rewards and sanctions to reinforce positive behaviour and challenge inappropriate behaviour, ensure that rewards and punishments are fairly and consistently applied and that they are appropriate to the situation;
- promote tolerance and consideration for others, as defined in the [Equality Act 2010](#), regardless of race, creed, gender, perceived ability, age, appearance or disability and develop appropriate strategies to eradicate bullying;
- ensure the safety and well being of learners, members of staff and the general public;
- allow learners to develop and demonstrate positive abilities and attitudes;
- teach learners to have self-control, to take responsibility and be accountable for their own actions and to make the distinction between minor and more serious misbehaviour;
- teach learners to take care of and respect their environment and community;
- give learners every opportunity to take responsibility and to make a full contribution to improving behaviour.

3. ROLES AND RESPONSIBILITIES

It is the responsibility of all VLUK staff and learners to adhere to our four key expectations at all times:

- Visually ready to learn / teach
- Leading by example
- Understanding and respectful
- Keeping ourselves and each other safe

Remaining within the expectations requires that all staff and learners adhere to the roles and responsibilities outlined below.

3.1 It is the responsibility of SLT, HoC's and all Tutors to

- encourage and foster acceptable standards of behaviour, good personal relationships and a respect for the individual;
- address promptly any breaches of good conduct and behaviour, using informal procedures where possible but implementing formal procedures where necessary.

3.2 It is the responsibility of all staff to familiarise themselves, and comply with this policy and procedure in accordance with relevant professional standards. In particular staff should:

- be punctual for lessons/practical sessions;
- ensure that learners enter and leave the room in an orderly manner;
- display good classroom management;
- establish a stimulating learning environment;
- provide adequate supervision during lessons;
- mark and return work promptly and regularly;
- be courteous and polite to learners and avoid the use of sarcasm or scathing remarks;
- praise, encourage and reward learners wherever possible and consequently encourage appropriate behaviour rather than rely on negative sanctions;
- make it obvious that each learner is of equal importance and that praise, rewards and sanctions are used equitably; and
- seek further help and guidance from other members of staff and regard this as an appropriate strategy rather than an admission of failure.

Staff should recognise that through their own behaviour and manner they will demonstrate and encourage high standards.

3.4 It is the responsibility of **learners** to develop positive relationships in the classroom and learning sessions. and demonstrate acceptable standards of behaviour, good personal relationships and a respect for the individual. In particular learners should:

- arrive on time ready to start as per their timetable
- attend all sessions on their timetable
- are fully equipped and ready to learn
- show RESPECT through listening and allow others to learn
- remove coats and hats
- follow ALL instructions
- ensure phones are not out in the classroom (unless there is a specific learning need, but this is at the discretion of the tutor)
- ensure that headphones are not to be worn during taught sessions
- keep off task conversations for social times
- not eat in the classroom
- speak to others with RESPECT (bad language and Sexualised harassment directed at others or used in the classroom is not acceptable).
- meet ALL deadlines, BTEC Assignments, English/Maths Homework

- 3.5 It is the responsibility of **parents/carers** to support VLUK in encouraging and fostering in their children, acceptable standards of behaviour, good personal relationships and a respect for the individual.

4. PROCEDURES

- 4.1 VLUK will create certainty across our campuses by providing clear guidance on expectations based on four clear guidelines that delivery staff and learners will follow:

- Visually ready to learn / teach
- Leading by example
- Understanding and respectful
- Keeping ourselves and each other safe

- 4.2 VLUK encourage positive learner behaviour and attitudes by:

- providing a challenging and stimulating learning environment; reinforcing positive behaviour through individual guidance and counselling;
- informing parents at the earliest opportunity of successes and behavioural problems and involving them fully in measures to recognise and potentially remedy.
- liaising with outside agencies to develop strategies to encourage positive behaviour in learners;
- offering the opportunity for individual guidance and counselling to learners to develop monitor and review behaviour;
- motivating learners through the content and methods of delivery of the whole curriculum and expecting high standards from them; and
- offering appropriate training to meet the needs of teaching and non-teaching staff dealing with behaviour problems.

- 4.3 Wherever a teacher or non-teaching staff member is confronted with examples of inappropriate work and/or behaviour from learners in the classroom, the strategies and procedures in Appendix A will be followed.

5. REWARDS

- 5.1 Rewards are an essential part of engaging learners in learning. All **staff** should ensure they are praising learners. Methods of rewarding positive behaviour are:

- verbal praise
- contacting home through email/letter/phonecall
- if a learner is working at ALPS at the end of the term and/or attendance is outstanding, send a positive letter home
- if learners are on track at the end of term with target grade and have excellent attendance they will be recognised and could be rewarded with e.g. e-gift cards, vouchers
- Extra-curricular activities to enrich their learning and wellbeing.

VLUK Sanctions Grid

Level	Lead	Recorded	What - possible interventions	Parental involvement
1	Tutor	Informal		N
1	Tutor	Informal		N
1	Tutor	Informal		N
1	Tutor	Hub	Formal warning	N
2	Tutor	Hub	removal from extra curricular sessions	N
2	Tutor	Hub & Letter	Letter home	Y
2	Tutor	Hub & Warning	Formal warning	Y
3	HOC	Hub	Removal from all ECA/Moved to another class	N
3	HOC	Hub & review paperwork	Formal review with parents	Y
4	DOQ	Hub and parental review	Formal review and learner contract	Y
4	DOQ	Hub & Letter	FTE	Y
5	COO	Hub & Letter	Final warning, review & FTE	Y
5	COO	Hub & Letter	Perm exclusion	Y

CPOMS should be noted if of a concern sexual nature.

Level indicators and examples

1 - Learner choices

punctuality, manners, equipment, inappropriate language, missing deadlines

2 - Consistent learner choices

Consistent issues with Level 1

3 - repeated learner choices

Repeatedly at L2, behind on work without good cause, no effort to catch up, consistent missing of deadlines.

4 - Serious breaches of Consistently at L3

Serious breaches, such as refusing to wear kit, malicious damage, smoking on campus, non-compliance, foul language at a a member of staff. Consistently at L3 with no sign of improvement.

5 - Dangerous breaches or repeatedly at L4

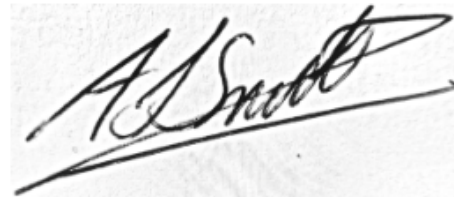
Serious/dangerous breaches of code of conduct, such as bringing illegal drugs on campus, consumption of alcohol, bringing an offensive weapon on campus, theft, physical assault. Repeatedly at L4 with no impact.

Positive interventions Grid

Level	Positive Intervention	Recorded	Frequency	Lead
1	Oral / Written Praise	Informal	Daily	Tutor
2	Recording success on learner intervention	Hub	Weekly	Tutor
3	Positive Letters, postcards to parents/carers	Hub & Letter	Half-Termly	Tutor / admin team
4	Rewards (e.g Amazon voucher)	Hub / SLT	Termly (end of each term) by HoC	HoC / admin team
5	Start of year excellence enrichment activity	Hub / SLT	Yearly	HoC / HoLE



CEO



Chair of Governors