



Suffolk  
New  
College

## Positive Behaviour and Attitude to Learning Policy

Policy Title:	Positive Behaviour and Attitude to Learning Policy
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## Equality Impact Assessment Tool

**Name of Policy: Compliments, Comments & Complaints Policy**

		Yes/No	Comments
1	<b>Does the policy/guidance affect one group less or more favourably than another on the basis of:</b>		
	Race or ethnicity	No	
	Disability	No	
	Gender	No	
	Religion or belief	No	
	Sexual orientation	No	
	Age	No	
	Marriage and Civil Partnership	No	
	Maternity and Pregnancy	No	
	Gender Reassignment	No	
2	<b>Is there any evidence that some groups are affected differently?</b>	No	
3	<b>If you have identified potential discrimination, are any exceptions valid, legal and/or justifiable?</b>	N/A	
4	<b>Is the impact of the policy/guidance likely to be negative/</b>	No	
5	<b>If so, can the impact be avoided?</b>	N/A	
6	<b>What alternatives are there to achieving the policy/guidance without the impact?</b>	N/A	
7	<b>Can we reduce the impact by taking different action?</b>	N/A	

# Positive Behaviour and Attitude to Learning Policy

## SECTION ONE – Introduction and Context

### 1. Purpose

The purpose of this policy is to positively manage behaviours and attitudes to learning at Suffolk New College.

Suffolk New College is an Inclusive College and our vision is to facilitate an exceptional learner experience so that all learners can excel in their programme of study, or academic, technical or professional qualification. We aim to equip learners to be prepared for their 'next steps' through:

- Delivering inspiring teaching, learning and assessment
- Consistently setting a culture of high expectations
- Providing exceptional support and guidance to learners at all times
- Ensuring learners make good progress and achieve their qualifications
- Supporting learners to be employment ready

The purpose of this policy is to ensure that we promote and manage positive behaviours but also celebrate and recognise learners for exceptional behaviour or engagement.

All phases of the policy will be visible in Pro-Portal for learners, their parents/carers or next of kin to see. This aims to promote transparency and effective communication to best support our learners to achieve.

### 2. Scope

The policy applies to all further education learners enrolled at Suffolk New College across all campuses – full-time students, apprentices, and part-time students - in both the physical environment and online.

### 3. BeSNC Culture

The College strives to equip learners for their next steps through promoting a culture of high expectations and reinforcing positive behaviours accordingly.

BeSNC Culture is central to our college. This policy includes BeSNC to help underpin our support for learners, class engagement, peer mentorship, student projects, digital platforms, staff participation, and learner voice. This empowers learners to excel academically, personally, and professionally.

The principles of BeSNC are created by the college teams and shared as part of the Steps to Success induction programme. They require positive reinforcement and challenge by all staff and learners within the College to maintain the positive culture and enable our learners to demonstrate the following attitudes and behaviours.

To BeSNC is to be:

- Respectful and Considerate
- Positive and Proactive
- Empathetic and Tolerant
- Enthusiastic and Engaged
- Empowered to succeed
- Dedicated and Motivated
- Professional and Trustworthy
- Aspirational and Ambitious
- Persistent and Resilient
- Passionate and Creative
- Responsible and Committed
- Fair and Inclusive
- Inquisitive and Curious

To facilitate this approach the following principles will be adhered to: ([see additional BeSNC strategy for communicating and implementation](#))

- ✓ Learners will be expected to be ready for learning for all sessions and engage with others respectfully at all times
- ✓ All staff and learners must confidently challenge behaviours that are not consistent with BeSNC
- ✓ A rota for 'Meet and Greet' will be implemented to welcome learners each day and positively promote BeSNC
- ✓ Recognition and Reward will be an active part of facilitating the BeSNC way, learners will be recognised for their contribution, efforts and commitment.
- ✓ Student Parliament Ambassadors will promote the BeSNC values throughout their activities internally and externally.

#### **4. Expectations for learning and behaviour**

Ready to Learn - Code of Conduct to be agreed with learners and learners to sign - as part of Steps to Success - week one – for full-time learners. Apprentices and part-time learners will be informed in initial taught sessions.

All learners will be expected to:

- Treat every member of the college community with respect, valuing diverse perspectives and opinions.
- Use considerate language and communicate in a positive, inclusive, and non-discriminatory manner.
- Embrace differences and engage in constructive dialogue, fostering an environment of understanding and empathy.
- Attend all scheduled classes and activities, demonstrating punctuality and active engagement in learning.
- Adhere to college policies and guidelines, promoting a safe, respectful, and inclusive atmosphere.
- Show care for the college environment by maintaining cleanliness and participating in sustainability initiatives.

- Be responsible and respectful on college car parks, taking due care and attention of others at all times.
- Actively challenge discrimination, harassment, or bullying, ensuring everyone feels valued and supported.
- Collaborate with others, sharing experiences and perspectives to enrich the collective learning journey.
- Represent the college positively in external interactions, contributing to its reputation and impact.
- Offer support and encouragement to fellow learners and colleagues.
- Engage in extracurricular activities and initiatives that contribute to the betterment of the college and wider community.

## **SECTION TWO – Positive Recognition**

### **Rewarding positive behaviour (full-time learners and apprentices)**

The College has high expectations and believes all learners have the potential to achieve great things. There are opportunities in the year to celebrate the achievement of learners and reward behaviours that reflect those set out in the Colleges BeSNC.

The following rewards will encourage positive behaviours and acknowledge individuals that are preparing themselves appropriately and adequately for their next steps.

#### **Reward 1 – BeSNC Commendations on ProMonitor / Smart Assessor)**

These can be issued by all staff on ProMonitor as recognition that learners have exemplified positive behaviours in line with BeSNC. Staff should be encouraged to use commendations as a form of encouragement and reward.

#### **Reward 2 – BeSNC Star Attender Award:**

These are issued to learners that have achieved 100% attendance for each half term. The measure will be the half-term attendance, giving learners with lower attendance the opportunity to still be rewarded for improving attendance in the following period. An automated email will go to each student in this category each half term.

#### **Reward 3 - You're a BeSNC Star (Director reward):**

These rewards will be issued by Directors to the top 6 learners in the Directorate - 3 times per year - following October half term; in January and before Easter. Each learner will receive a voucher to a value agreed by SMT.

## **SECTION THREE:**

### **Examples of Minor incidents or concerns relating to behaviour or attitudes to learning**

- Unexplained absence to any lesson\*\*
- Unexplained poor punctuality
- Missing assignment deadlines without good reason

- Minor disruptive behaviour – including inappropriate language
- Failure to follow reasonable instructions or College rules
- Failure to actively engage in lessons
- Minor inappropriate online activity
- Minor damage to college property
- Single instances of minor inappropriate sexual behaviour – physical or on-line
- Disrupting class or learning activities by talking out of turn or causing distractions.
- Displaying disrespectful behaviour towards peers, staff, or visitors.
- Not participating in group activities.
- Frequent use of electronic devices for non-educational purposes during class.
- Not actively engaging in online learning platforms or discussions.
- Failure to maintain an appropriate level of noise or respect during library or study sessions.

### **\*\*Guidance regarding monitoring attendance**

Attendance should be monitored and reviewed by the Link Tutor/Progress Coach in the Steps to Success Hour (and through reviews with the Progress Tutor and Progress Coach for apprentices).

See guidance under phase one and phase two for monitoring and managing non-attendance.

## **SECTION FOUR:**

### **Getting back on the right track**

#### **Process for dealing with minor incidents and concerns regarding learner behaviour, attitude to learning or non-attendance**

Learners should take responsibility for and commit to achieving expected behaviours. Where behaviours are not as expected, staff will support learners to restore behaviour through a constructive and individualised process.

These processes are designed to ensure that all learners receive all possible assistance and support in order to continue and achieve their course, apprenticeship or programme of study.

#### **Phases of the process**

- **Phase One: is the responsibility of the reporting staff member**
- **Phase Two: is responsibility of the Link Tutor/Progress Coach**
- **Phase Three: will be dealt with by the Head**
- **Phase Four: will be dealt with by the Director**

## **Phase 1 – Step 1: Restorative Conversation**

It is the responsibility of all staff to follow Phase 1(a) and 1(b) as outlined below.

Where possible and in the first instance, staff are responsible for beginning the process of behaviour management. Intervention begins with addressing the behaviour (not the learner) and engaging them in a restorative conversation. The aim of the restorative conversation is to give the learner the chance to do the right thing, minimise the time spent discussing behaviour and focus on returning them to learning. Normally, restorative conversations should be recorded on ProMonitor under comments.

The framework for a restorative conversation should be used (where possible) and carried out privately with the learner. It is as follows:

1. A gentle approach should be taken, personal and non-threatening. Where possible at eye level.
2. State the observed behaviour and the rule it contravenes, referring back to the expectations for learners, BeSNC.
3. Tell the learner of the consequences of this behaviour and refer back to previous good behaviour as a model for desired behaviour.
4. Walk away from the learner; allow them time to decide what to do next.

## **Phase 1 – Step 2: Support for Concern**

The staff member that observed the behaviour should record a Support for Concern on ProMonitor as a comment or within SMART Assessor\*\* (apprentice). This should be written using non-judgemental language and should focus on the behaviour and not the individual.

\*\* A review of the Smart Assessor and Pro-Monitor will be undertaken at October half-term to determine most appropriate place to record apprentice comments and phase outcomes.

A brief summary of the Restorative Conversation should be given where possible in order to identify and record all relevant information. For example: During the lesson today, '.....' displayed the following behaviour: using offensive language. This behaviour does not meet our college expectations and '.....' and I discussed this. We recognised that using such language can cause offence and... '...' later came to me to apologise for this behaviour.

A Support for Concern should also be issued for unexplained absences. In these circumstances, a restorative conversation may not always be possible, by the issuing tutor. Please see phase 2 for next step.

Parent/Carer/NoK to be informed of any recorded Support for Concern.

## **Phase 2 – Step 1: Ready to Learn Behaviour Contract**

**It is the responsibility of the Link Tutor/Progress Coach to implement Phase 2.**

Link Tutors should manage all aspects of this phase through the Steps to Success hour.

Phase 2 should be implemented when 3 separate incidents of Support for Concern are recorded in ProMonitor under Support for Concern or SMART Assessor (apprentices).

This phase should also be instigated for attendance concerns where an informal meeting with the Link Tutor/Progress Coach has not resulted in the targeted improvement.

It should then occur as follows:

1. A meeting between the learner and the Link Tutor/Progress Coach should take place to discuss the attendance or behaviours recorded as Support for Concern. During this meeting the focus should be on identifying the reasons behind these behaviours and establishing some context around why they occurred. This understanding should be sought in order to establish actions that the learner and staff members can take. The aim should be to change, modify, and prevent these behaviours but more importantly the focus should be on achieving the desired behaviour.
2. A four-week plan of actions/steps that the learner and staff members can follow should be created. This should be recorded in the target section attached to the Support for Concern dialogue on ProMonitor or in SMART Assessor.
3. Once the plan has been agreed to, the Link Tutor should send notification via tagging on Pro-Monitor all other relevant and necessary staff (e.g., other vocational teachers, English and maths teachers, progress tutor, LSPs, student support).
4. The parent or guardian (if the learner is under19) should be contacted to outline the concerns and the action that is in place to support any improvement.

Progress Tutors should also look to review Support for Concerns or Ready to Learn contracts in Progress Reviews to ensure learners commitment, resolve and understanding of the processes that have taken place. Progress Reviews should look to further coach the learner's behaviour and support as appropriate.

### **Phase 2 – Step 2: Monitor and review**

**It is the responsibility of all staff to follow this phase.**

Where a learner has had a plan set out for restoring behaviour, it is up to those staff that work with and support the learner to, where possible, facilitate their progress towards it. Staff should also note when progress is observed. This should be fed back to the Link Tutor via comment on Pro-Monitor. It should also be fed back if there are occasions when the learner has struggled or been unable to follow the steps outlined in the plan/target.

### **Phase 2 – Step 3: Review and sign off**

It is the responsibility of the Link Tutor/Progress Coach to implement this phase.



Four weeks after the initial meeting, a second meeting should take place between the Link Tutor/Progress Coach and the learner. The aim must be to review progress made towards restoring behaviour. The Link Tutor/Progress Coach should use communications provided to them by others as well as their own observations to guide the learner through self-reflections. Questions might take the form of: During the last four weeks, have you been able to follow the actions outlined in our plan? What was the result of this?

The Link Tutor/Progress Coach should use their professional judgement alongside the learner's own judgements to determine if the intervention stage has been successful and can end or whether more time is needed. A Link Tutor/Progress Coach can extend the contract for a further four weeks, in consultation with their line manager, if there have been improvements but these are not yet secure. If the learner has not shown sufficient progress or further Support for Concern's have been registered then the learner should be moved to Phase 3 of the process.

Support for Concern's to be reviewed at team meetings to ensure transparency and proactive engagement to restore.

### **Phases Three and Four**

A representative from the ALS team must attend Phase 3 and 4 meetings for any learner that has an EHCP or identified additional learning need.

### **Phase 3 – Notice to Improve**

#### **Dealt with by Head who meets with learner and (where possible) Parent/Carer/NoK**

This phase is used to formally address a learner's academic behaviour/performance which has not improved/complied with 'Ready to Learn' behaviour contract instigated at phase two. The Head having liaised with the learner's Link Tutor/Progress Coach and other tutors will formally meet with the learner and (where possible) Parent(s)/Carer(s)/NoK, or sponsoring employer to discuss the issue and address as follows:

- A formal Notice to Improve contract should be agreed with the learner (recorded on Pro-Monitor), and if broken the learner will automatically move to Phase 4.
- The Parent(s)/Carer(s)/NoK if the learner is aged under 19, or has an EHCP, or employer if the learner is an Apprentice should be invited to attend the meeting, but if they are unable to the meeting may go ahead in their absence.
- The outcome is recorded as a meeting on ProMonitor or in SMART Assessor by the Head
- The Parent(s)/Carer(s)/NoK is then informed of the outcome of the meeting where they have been unable to attend

## Phase 4 – Final Intervention or Withdrawal

Dealt with by Director who organises Formal Learning Behaviour Review Panel

This phase is used when a learner has broken the Notice to Improve contract introduced following Phase 3. The Directors will call the Formal Learning Behaviour Review Panel, writing to the learner and their parent/carer/NoK (U19 learners and those with an EHCP). The learner is entitled to be accompanied to the hearing by Parent(s)/Carer(s)/NoK, sponsoring employer, or legal/professional advisor. All parties should be given a minimum of five working days' notice of the hearing. If a learner is to be accompanied by a legal/professional advisor they MUST give the College two working days' notice of this, the College retains the right to also have a legal/professional advisor in these circumstances.

The Panel comprises of four people:

1. The Curriculum Director (who will act as Panel Chair)
2. A guest Director (who will provide an objective view and support consistency)
3. The Head
4. A member of the Student Services team where relevant (e.g., if learner has EHCP or has had Student Support involvement)

The purpose of the hearing is to review the learner's learning behaviours and academic progress and to determine if the learner would benefit from continuing on their programme.

The hearing may take place in the learner's absence if they fail or decline to attend without good reason. The hearing can have one of four outcomes:

1. No case to answer and the learner continues on the course with no conditions.
2. Learner to transfer to an alternative course with or without a trial period (normally 2 weeks). Transfer to take place within one week
3. The extension of a Notice to Improve Contract for a defined period - not to exceed 6 weeks. Where no improvement is evident - learner will automatically move to outcome 4 - withdrawal.
4. Learners' place on their programme to be withdrawn

The outcome of the hearing will be communicated in writing to the learner, their Parent(s)/Carer(s)/NoK (if the learner is under 19 or has an EHCP) and their sponsoring employer if applicable, within five working days by a member of the Executive Team's Assistant.

The learner will be advised of their right to appeal against any decision and be provided with a copy of the Appeals Procedure.

If outcome 4 is agreed the Executive Team's Assistant must:

- Inform the Student Data Team via email, including a copy of the minutes from the hearing.

- Record the meeting outcome on ProMonitor - under the Phase 4 meeting type.

## **7. The First Six Weeks of the Academic Year**

There may be times, during the first 6 weeks, where the full application of this policy is not possible. However, retaining learners on the right programme of study is our priority. The College recognises that the first 6 weeks is a pivotal time in the learner journey and may require some adjustments for some learners to secure the right programme of study. To this end, the SWITCH programme is available throughout this period to accommodate learners who may wish to change direction. If a suitable alternative in college is not possible, the College will work with the Early Help Team who will support the learner in finding a suitable destination.

## **8. English and Maths Board**

To support the attendance to and achievement of English and maths, there will be an English and Maths Board process chaired by the Deputy Principal, that will sit alongside this policy.

## **9. Quality Audit**

The Director of Quality will carry out a half termly audit of the process and documentation to review and ensure consistency in application of the policy. A report will be provided to CQSG following each review.

## **10. Appeals**

Appeals are only permitted to Phase 4 of the policy and should be made in writing to Deputy Principal within 7 days of the written communication of the outcome to the Phase 4 - Formal Learning Behaviour Review Panel.

## Appendix One – ProMonitor Guidance

This guide will take you through the processes required to track the different phases from the Positive Behaviour and Attitude to Learning Policy in ProMonitor.

### Phase 1 - Creating a “Support for Concern” comment

The Support for Concern from Phase 1 will be tracked using a comment in ProMonitor. The benefit of this is that it is simple to add (using a tool you should be familiar with) and can be filtered to see, at a glance, how many Support for Concern comments a learner has.

To create a Support for Concern comment:

1. Go to ProMonitor and go to the page for the learner you would like to add the comment to.
2. Click **Meetings > Student Comments**
3. Click **Add New**
4. In the **Comment Type** drop-down box, select \* **Support for Concern** (The asterisk is in place to pin this comment closer to the top of the list).
5. Write your comments in the “Note” box
6. **Important:** Tick the **Visible in Pro-Portal** box (Support for Concerns need to be visible to parents)
7. Press **Save**

### Phase 2 - Creating a Phase 2 - Ready to Learn Behaviour Contract

As part of Phase 2, tutors will aid learners to understand how to improve. Using behaviour strategies will not only help to establish clear behavioural expectations but also to address the underlying causes of any issues that learners may be facing. Some of the strategies we will implement within the 4-week plan could include:

- 1:1 meeting in Steps to Success to provide update on behaviour.
- Access to mentoring and/or peer to peer support which could be established in Steps to Success
- Conflict resolution
- Encouraging self-reflection through journaling and/or report cards
- Recognising and rewarding improvements in behaviour and attitude during Steps to Success

These strategies, in conjunction with SMART target setting, aim to create a comprehensive support system that addresses not only the symptoms but also the root causes of behaviour and attitude challenges.

The Ready to Learn Contract is created as a meeting in ProMonitor. This meeting allows you to set SMART Targets and add any necessary comments. Setting appropriate targets is the most important part of the meeting and you should ensure that you fully understand how to set exceptional targets that are SMART.

To create the Behaviour Contract:

1. Go to ProMonitor and go to the page for the learner you would like to add the Behaviour Contract to.
2. Click **Meetings > Manage Learner Meetings**
3. Click **Add New**
4. In the **Meeting Category** drop down select **Phase 2**
5. In the **Meeting Type** drop down, select **Phase 2 - Ready to Learn Behaviour Contract**
6. Press **Save**
7. Open the meeting by clicking the name of the meeting in the list of meetings.

## Creating SMART Targets

You will now need to create SMART Targets on the meeting. To do this:

1. Go to the **SMART Targets** section.
2. Click **Add New**
3. Set the date that you will be reviewing the SMART Target in the **Review Date** box
4. Write the SMART Target in the **SMART Target** box.
5. If you need to add some context around the need for the target, write this into the **Additional Comments** section.
6. Press **Save**

You can write as many separate SMART Targets as you require. It is best to separate multiple issues into individual SMART Targets, as it is easier for the learner to achieve the targets, even if they fail to achieve one of them.

## Creating Phase 3 and 4 Meetings

If the learner needs support at Phases 3 or 4, you can track this support in ProMonitor as a meeting. There will be an initial meeting and then a report at each stage and each of these has a separate meeting type for it.

To create one of the Phase 3 or 4 meetings:

1. Go to ProMonitor and go to the page for the learner you would like to add the Behaviour Contract to.
2. Click **Meetings > Manage Learner Meetings**
3. Click **Add New**
4. In the **Meeting Category** drop down select **Phase 3 & 4**
5. In the **Meeting Type** drop down, select the meeting you require:
  1. Phase 3a - Initial Meeting
  2. Phase 3b - Report
  3. Phase 4a - Initial Meeting
  4. Phase 4a - Report
6. Press **Save**
7. Open the meeting by clicking the name of the meeting in the list of meetings.