

# Learner Behaviour Management Strategy

## 2018 - 2021

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## Introduction

This guidance has been produced in order to provide direction for staff in managing undesirable or challenging learner behaviour and to ensure that a consistent approach to its management is taken.

The purpose of this document is to:

- Identify behaviours required by staff and learners to create an effective learning environment
- Identify behaviours that learners can reasonably expect from staff
- Provide guidance on what strategies proactively facilitate positive behaviours and techniques to modify undesirable behaviours
- Suggest practical steps to manage persistent undesirable behaviours

Research into learning indicates that individuals learn best when they:

- Are relaxed
- Feel safe
- Are engaged in activities which challenge but do not generate anxiety
- Receive regular feedback which is positive and detailed
- Believe they can be successful.

## Scope

This strategy applies to all learner facing staff and sets out the College's plan to promote a positive and effective learning environment and to create a culture of mutual respect between staff and learners. The strategy requires staff to consider the possible causes of undesirable behaviours and attempt to address them where appropriate, using a range of techniques outlined in this document to minimise their potential to disrupt learning and to avoid having to implement the Learner Disciplinary Policy. Staff are expected to create conditions in the classroom where good behaviour can flourish and be acknowledged. Staff are also expected to help learners make links between realistic expectations of behaviour in the workplace and in relation to good citizenship.

The following sections set out how staff can be empowered to manage learner behaviour effectively.

## 1. Behaviours required by staff and learners to create an effective learning environment

### a) Behaviours that staff can reasonably expect from learners, to demonstrate that they are ready to learn:

- Bring the correct equipment and resources to each session
- Dress appropriately for College/work experience
- Sign and abide by the College's Respect Agreement which includes the following:
  - Prominently display their ID card at all times, and never allow others to use their ID to gain access to any college buildings or facilities
  - Treat fellow learners, staff and visitors with courtesy and respect, refraining from using physical, violent, aggressive language or behaviours towards others
  - Act as an ambassador for the college whenever involved in college related activity
  - Treat the College environment and equipment with respect
  - Follow reasonable instructions from staff
  - Be positive and committed towards their learning
  - Be punctual and on time completing all work relating to the course within set deadlines and to the best of their ability
  - Aim for attendance to be 100% and report absences in line with college procedure
  - Use mobile phones and other mobile technologies in lessons for directed learning and assessment activities only
  - Log off computers and turn off electrical equipment after use
  - Be committed to keeping themselves and others safe online when using all forms of digital media
  - Choose healthy options around food, drink, exercise and rest which will help with physical and emotional wellbeing and fitness
  - Only use the lift if health requires them to do so and keep the lift pass on display at the back of their lanyard
  - Adhere to the College policy on No Smoking (including vaping) and on the Drug and Substance Misuse Policy
  - Adhere to the College Health and Safety and Safeguarding Policies

### b) Behaviours that learners can reasonably expect from staff:

- To be consistent in the way they manage undesirable behaviour
- Be in class, prepared to teach at the beginning of each lesson and be the last to leave at the end
- Challenge learners who arrive late to class or attend with a temporary lanyard, in an appropriate manner
- Work collaboratively with support staff to ensure that all learners' extended needs are met
- Recognise and positively acknowledge learners who are behaving appropriately
- Be a positive role model
- Be passionate and knowledgeable about their subject area

- Recognise and respect learners as individuals and be sensitive to their circumstances
- Help learners to learn and feel confident
- Be just and fair
- Attempt to diffuse potentially volatile situations in a professional manner without getting upset or angry

## 2. Strategies to proactively facilitate positive behaviours and techniques to modify undesirable behaviours

In order for any of the strategies identified in this section to be effective some underpinning tenets apply:

**Table 1 – Underpinning tenets for effective behaviour management**

Effective initial advice and guidance	Communicate across teams – know your learners	A consistent organisational approach from every member of the College	Allow the opportunity for explanation/resolution without conflict or shame	Follow College policies when escalating your response to undesirable behaviour
Effective Induction where ground rules are set	Check that all support needs are met	Signpost to support	Effective communication between the LSA/Teacher/Progress Coach	Learners agree on/sign up to a code of conduct/classroom rules and consequences
Review learner progress holistically	Refer to Safeguarding	Routinely embed the Skills Promise	Plan engaging lessons that cater for active learning	Set and monitor SMART targets

The following have been identified by staff as examples of undesirable behaviours during lessons:

- Lateness
- Inappropriate use of technology
- Eating food and drinking anything other than water
- Wearing outdoor clothing
- Talking over others
- Refusal to carry out an activity when directed by a teacher
- Not bringing the right equipment
- Disengagement

Table 2 below identifies the possible causes of each undesirable behaviour and a range of strategies that could potentially be employed by staff to prevent them disrupting learning. The table contents were drawn from work completed by College staff as part of a staff development activity.

**Table 2 – Undesirable behaviours, their possible causes and potential strategies for their effective management**

Undesirable Behaviour	Potential Causes	Strategies that may prevent or modify the undesirable behaviour
Lateness	Personal crisis or ill health Lack of external support Work commitments Childcare commitments Poor time management Carer responsibilities Doesn't enjoy the subject Cannot tell the time Doesn't value punctuality	Educate around sleep hygiene. Run Progress Sessions around planning their time – 24 hour clock. Consider financial barriers to travel and signpost to appropriate support. Teach them to tell the time. Plan for an engaging starter task where your learners are active – your session starts are not to be missed! Set a good example – arrive early to get prepared so that the lesson can start on time, be the last to leave.
Inappropriate use of technology	Personal crisis/emergency Habit Boredom Peer pressure	Educate around the digital footprint. Educate around addiction to technology. Insist on calculators and dictionaries instead of phones. Change the seating plan regularly. Staff role model positive behaviour with phones – keep your own phone away. Use technology in active learning tasks. When one learner misbehaves, ensure the whole class understands the positive behaviour that you require instead.
Eating food and drinking anything other than water	Hungry or thirsty Bored Inconsistent expectations Lack of break time Poor organisational skills Medical need	Get timetabling right with time for travel and comfort breaks. Access to refreshments across the college sites. Educate around time management. Educate around the benefits of drinking water. Greet your learners at the door and check that food and drinks are not brought into the class. Be clear on the reasons for not eating/drinking in a learning environment. Acknowledge when your expectations are met – “Thank you for putting that away without any fuss”. Start and end classes on time.
Wearing outdoor clothing	Temperature of the classroom Fashion	Meet the learners at the door and ensure coats and hats are removed. Consider financial barriers preventing

	<p>Confidence Embarrassment of clothing or body Identity Ill health Rebelling/showing off Habit</p>	<p>learners having appropriate clothing and signpost to appropriate support. Give praise for positive actions – “I’m really pleased you took your hat off, your hair looks fine, nothing to worry about”. Acknowledge when your expectations are met – “you all look so smart and ready to work today”. Educate around respect and tolerance – British Values. Set a good example – remove any outdoor clothing. Establish storage arrangements for outdoor clothing in classrooms.</p>
Talking over others	<p>Not fully engaged with the activities Not respecting their peers Poor listening skills Work is too easy or too hard Lack of an appropriate role model</p>	<p>Establish and rehearse a routine of positive classroom behaviours. Develop “The Look” (see resource in the LTA Toolkit on Canvas). Educate around listening skills. Make listening to peers part of the learning activities. Plan engaging and active sessions that inspire learning. Acknowledge when your expectations are met – “thank you for listening so well today”. Change the seating plan regularly. Remind learners of the importance of listening in relation to learning, health and safety, manners and job readiness. Offer 1:1 time – share concerns and talk it out.</p>
Refusal to carry out an activity when directed by a teacher	<p>Desires confrontation to address another issue Doesn’t value the activity Support needs are not met Performance anxiety Tiredness or ill health Lack of interest Activity too easy or too hard Lack of confidence</p>	<p>Celebrate progress and reinforce abilities. Provide context – clear links between the activity and the learning. Build up confidence via smaller tasks. Create a safe environment to experiment. Involve learners in planning activities – can they offer an alternative task to meet the same goal? Proximity – stay close to learners who need support. Offer choices to appeal to different learning style preferences.</p>
Not bringing the right equipment	<p>Too much to carry/not enough storage at College Poor organisational skills Over-reliance on College support Inconsistent approach from staff</p>	<p>Provide spare equipment for genuine cases. Provide reasonable storage in College. Explore affordable purchase/hire solutions as a College. Signpost to financial support. Be clear on the reasons for needing</p>

	Unclear expectations Lack of awareness Poor listening skills Financial Poor memory	the equipment – refer to the Skills Promise and industry standards. Make the most of links with Patrons. Require learners to risk assess the impact of not having the right equipment. Acknowledge when your expectations are met – “Thank you to those of you who are prepared, you are very professional and ready to work”.
Disengagement	Disinterest in the subject or topic Boredom Lack of sleep Stress Peer pressure Quality of the LTA Personal crisis/ill health Support needs not met Previous negative experience	Getting the timetable right to avoid fatigue. Educate around planning their time – 24 hour clock. Change the seating plan regularly. Consider E&D and classroom dynamics. Teach study skills and inspire self-confidence before teaching the subject. Reward engagement and positive behaviour. Differentiation, stretch and challenge. Staff role model enthusiasm for the topic. Create a safe environment to experiment. <b>NB</b> A lack of motivation is not necessarily your fault; however, if you recognise it you have a professional obligation to do something about it as long as this is within your remit.

### Recording Information Relating to Behaviour Management

If the discussion about undesirable behaviours between a member of staff and a learner reveals a support need, this should be recorded and shared via Learner Comments on ProMonitor by the member of staff. If the discussion identifies information that will help to facilitate/support teaching, learning and assessment for an individual learner, this should be recorded in the Notes section of ProMonitor by the member of staff so that it appears on the Learner Profile.

### 3. Practical steps to manage persistent undesirable behaviours

Staff are expected to have attempted to modify undesirable behaviours using the strategies outlined in the previous section; however, in the event that a learner’s behaviour continues to fall short of the expectations set out in section 1a, despite the staff carrying out the strategies set out in section 2, the following process should be implemented.

**PLEASE NOTE:** These steps are not appropriate for dealing with serious misconduct. Serious misconduct in sessions or around the College should be dealt with via the Learner Disciplinary Policy. These recommendations are designed to remind learners that they are responsible for

their own behaviour and to provide the learner with guidance and an opportunity of a “reset” (their attitude, behaviour and situation, including a reminder that the relationship with the teacher remains positive and supportive) and to return and re-engage with the session, displaying appropriate behaviours.

#### Step One: The Reminder

- Approach the learner using a non-confrontational manner (consider body language and personal space)
- State the undesirable behaviour and the rule/expectation/routine that it contravenes and why this behaviour is inappropriate
- Ask the learner to behave using examples of what they **should do** rather than what they should not. E.g. “Use language that’s appropriate for our classroom” rather than “Don’t swear”.
- Walk away from the learner to allow him/her time to decide what to do next. If any comments are made as you walk away, write them down to follow them up later.

#### Step Two: The Caution

- Approach the learner as outlined in step one
- Clearly outline the consequences of continuing with the undesirable behaviour. This includes the time-out step and disciplinary intervention that may follow (See Learner Disciplinary Policy)
- Remind the learner of the positive behaviour required and re-affirm with them that they can make good choices and have a lot to contribute to the session and to the course.

#### Step Three: The Time-Out

- The learner is asked to speak to the member of staff away from other learners. This may involve asking the learner to leave the classroom if it is safe to do so. Staff members should ensure that their instructions are clear and that the learner is not sent away without explicit instructions.
- These instructions are to step outside the door pending a conversation about their behaviour without an audience within a specified and short time period. When it is inappropriate to send learners out of the classroom without being accompanied, and no colleague is available, staff should remove the learner from the place within the session that they are working to achieve the same effect
- Boundaries are reset, consequences are discussed, learners are given the chance to explain their point
- The learner is asked to reflect on their next step
- The learner is given the opportunity to “reset” the situation and re-engage with the learning activities.

#### **Possible ways to start a “Time-Out” conversation**

- ★ *“I’ve asked you to step outside so we can talk about what’s happening and get to the bottom of what’s preventing you from working as well as I know you can!”*
- ★ *“I’d like to talk about what’s been happening calmly and without anyone else’s input because I really want to hear what’s going on from your point of view”*
- ★ *“It must be hard for you to be asked to leave my classroom, it’s hard for me too because I want us all to be in there doing the activities I’ve planned, but I think it’s best that we discuss today out here before we go back in.”*

When using these steps, it is important that staff consider the following points.

**Accountability** - Staff will deal with these incidents without delegating. Colleagues should always support staff who need it, but this should be in conjunction with the staff member who witnessed the undesirable behaviour.

**Audience** – how might an audience affect the interaction? How could the learner be affected by it? Consider moving to a quiet space or having conversations away from an audience. It is important that learners are given the opportunity for resolution without shame.

**Acceleration** – How can you stop the situation accelerating? Which deceleration techniques will work with this learner? Your behaviour will directly influence the outcome of the situation.

**Anger** – If either party enter these steps in anger then the strategy will not be effective. Learners need time to calm down and time to take on ideas and expectations that anger may cause them to initially reject.

### **Recording Information Relating to Persistent Undesirable Behaviour**

All instance of persistent undesirable behaviour should be recorded and shared via Learner Comments on ProMonitor by the member of staff. If the discussion identifies information that will help to facilitate/support teaching, learning and assessment for an individual learner, this should be recorded in the Notes section of ProMonitor by the member of staff so that it appears on the Learner Profile.

If, following a “time-out” a learner persistently demonstrates undesirable behaviour then the staff member instigates the stages set out in the ‘Learner Disciplinary Policy’.

# Learner Behaviour Management Intervention Guidelines

These guidelines set out the options available to curriculum staff to mitigate negative learner behaviour and respond effectively and robustly if undesirable learner behaviour persists and adversely affects learning.

**Step 1.** All behaviour management strategies have been implemented as outlined in the **Learner Behaviour Management Strategy**, click here to access: <https://intranet.bsdc.ac.uk/course/view.php?id=51>

**Step 2.** **Course Leader** or **Tutor** raises the concern or issue regarding learners' persistent negative behaviour, attendance, punctuality or academic progress. **Course Leader/Tutor** documents concerns/issues on ProMonitor and contacts parents/carers if appropriate.

**Step 3.** Escalate to Curriculum Team Leader (CTL) and Deputy Director (DD) once all behaviour management strategies have been exhausted.

**Step 4.** Initiate Learner Disciplinary process as outlined in the Learner Disciplinary Policy. Please complete **Learner Disciplinary Requisition form** and forward to the CTL and DD

**Step 5** Outcome to be determined following the Investigation and Learner Disciplinary Hearing. The **outcome** to be recorded onto ProMonitor

**Refer to support** e.g. Safeguarding, Counselling, Additional Learning Support, IAG, or Financial support (*Advice to be sought from Line Manager*)

**Deputy Director/CTL** to commence Disciplinary process as outlined in the **Learner Disciplinary Policy**.

The **outcome** of which could be **temporary or full exclusion/ no disciplinary action** required.

**Instigate other policies** e.g. Learner Harassment & Bullying, Misuse of Alcohol/Drugs, Prevent (*Advice to be sought from Line Manager*)

