

LEARNER BEHAVIOUR POLICY

1. POLICY STATEMENT

Jarvis Training Management (JTM) recognises that it has a legal and moral duty to provide a safe and secure learning environment for its learners and staff. We all agree that mutual respect and tolerance should be encouraged and supported across the organisation.

We believe that establishing high expectations within which learners can learn and thrive involves effective management of behaviour in a consistent, fair and supportive manner.

This policy will enable JTM to build a positive, consistent and safe learning environment in which behaviour is well managed and in which individual needs are identified and addressed.

We have a culture of respect and safety, including zero tolerance of bullying or harassment, whether in the real world or on-line, clear boundaries, excellent pastoral care and highly effective early interventions, but implicit in this policy is the recognition of the need to disapprove of, formally record and respond to unacceptable conduct and behaviour.

An organisation wide commitment to improving behaviour will lead to greater learner engagement promoting and underpinning a successful learning experience for all.

2. POLICY AIMS

- To ensure that all staff and learners feel safe and where each person is treated fairly.
- To embed a proactive and consistent approach to behaviour where inappropriate behaviour is positively challenged.
- To establish a policy which is fair, transparent and consistent, is supported by all levels of management and is consistent and coherent.
- To create a culture of respect and excellent behaviour and attitudes.
- To clearly define acceptable and expected standards of behaviour.
- To ensure consistency of response to both positive and unacceptable behaviour.
- To nurture the skills and attitudes which allow learner to make a positive and productive contribution their community and the wider society.

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- To promote self-esteem, self-awareness, resilience and rights and responsibilities.
- To support every learner in understanding the cultural diversity of our community and the importance of individual liberty, mutual respect and tolerance and the rule of law.
- Develop a strong sense of morality that allows them to take on board the thoughts and feelings of others.
- To support people to communicate their thoughts and feelings in a way that would be beneficial in life and work.

3. SCOPE

This Policy will apply to all JTM learners and to behaviour management issues arising within work placements and /or whilst engaged in JTM related learning or activities. Collaboration between JTM and employers is key in supporting the positive behaviour of apprentices and other learners.

This policy also applies to learner behaviour away from JTM premises in the learner's own time if the reputation of the organisation is compromised and / or if the behaviour has a negative impact on JTM activity or other learners, including the use of social media and other online platforms. A separate policy covers staff behaviour and disciplinary procedures.

4. ROLES AND RESPONSIBILITIES

The General Manager will have responsibility for ensuring this policy is implemented and for reporting to governors on its impact. Staff and learners all have a role to play in ensuring positive behaviour at JTM.

Staff have a responsibility to:

- Model the attendance, punctuality and behaviour expected from learners.
- Treat learners with respect.
- Ensure good quality teaching and learning to promote an enjoyable, engaging and stimulating learning experience.
- Keep learners safe from bullying or harassment in any form, proactively dealing with any incidents and following established safeguarding reporting procedures.

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- Liaise and work with employers where necessary to ensure learners are supported to understand and behave appropriately within the work environment.

Learners have a responsibility to:

- Treat all members of JTM staff, workplace colleagues and the wider community with respect.
- Take responsibility for their own learning and to aspire to reach their potential, behaving in a considerate and thoughtful way within their workplace and in the wider community, at all times.
- Attending work/training regularly and on time and informing the employer and assessor if they are unable to attend.
- To understand and follow the expectation of the apprenticeship/qualification as detailed within the learners Induction Handbook

JTM's expectations when using technology for teaching and learning

Within JTM, the online platform Zoom is used with learners to conduct remote learning and online training.

When learners are using online platforms such as 'Zoom' with their assessor, they should ensure to:

- Turn up on time for the call, as they would if it was a face to face meeting.
- Wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background.
- Be respectful when talking to assessors and any other members of staff.
- Language must be professional and appropriate, including any family members in the background.
- Understand that all zoom training sessions are recorded for safeguarding monitoring purposes.

5. INAPPROPRIATE AND UNACCEPTABLE BEHAVIOURS.

Some examples of behaviours which are unacceptable, and which breach this policy are given below for guidance purposes. These are examples and the list is not exhaustive. It is important to understand that even minor breaches of this policy may be treated as serious misconduct if they are persistent or repeated.

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The following behaviour is regarded as completely unacceptable and will always result in disciplinary procedure:

- Verbal abuse to staff and others including online
- Physical abuse/violence towards staff and others, including online
- Bullying, including online
- Indecent behaviour
- Misuse of illegal drugs/drink
- Theft
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

6. BULLYING AND SEXUAL HARRASSMENT AND VIOLENCE.

Bullying and sexual harassment if left unaddressed, can have a devastating effect on individuals. It can be a barrier to effective learning and have serious consequences for their mental health not only affecting an individual during childhood but can have a lasting effect on lives well into adulthood.

Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, including the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities.

JTM implement a zero-tolerance approach to sexual violence and sexual harassment and /or bullying recognising it is never acceptable, and it will not be tolerated by any learner within JTM or their workplace.

JTM staff should never pass it off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys”, and will challenge any physical behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising these actions.

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7. RESPONDING TO REPORTS OF BULLYING, SEXUAL HARRASSMENT AND VIOLENCE.

Where there are reported incidences or concerns raised the safeguarding procedure will be followed, advice will be sought from external agencies to ensure our response is appropriate, supportive and safe for the victim(s) and where appropriate support for the alleged perpetrator.

Sexual violence and abuse can happen anywhere. At JTM we recognise the fact young people can, and sometimes do, abuse their peers in this way and that it can happen both within the work /learning environment and within the community. Along with providing support to the victim of sexual violence or sexual harassment and reassurance they are being taken seriously and kept safe, if under the age of eighteen, consideration will also be made to provide the alleged perpetrator(s) with safeguarding support as appropriate. A child abusing another child may be a sign they have been abused themselves or a sign of wider issues that require addressing.

8. RESPONDING TO INAPPROPRIATE BEHAVIOUR.

Depending on the nature and context of the behaviour, the employer's behaviour/disciplinary procedure may be followed and an agreement, as to the most appropriate response will be made following discussions between JTM and the employer.

If the employer procedure is followed, JTM's safeguarding lead will liaise with the employer and pastoral support will be offered if necessary.

JTM will apply a three-stage response when dealing with inappropriate behaviour in a fair, transparent, appropriate and consistent manner. If the behaviour raises concerns related to a learner's health, wellbeing or safety safeguarding procedures will be followed and where it is felt appropriate specialist support services, external to the organisation, will be considered and referrals made.

Three Stage Response

Initial Discussion. Behaviour concern will be discussed with assessor/employer, this provides an opportunity to reflect on the reason for behaviour and plan how to avoid such behaviours happening again, identifying any additional support needs, referral for pastoral support or complete Logging a Concern Form if needed. Contact with parents/carer will be considered if appropriate.

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Formal Warning. If inappropriate behaviour continues or the behaviour is more serious, and following discussions with the General Manager, a formal warning maybe given. Discussions with the assessor and the employer will provide the opportunity to reflect on the reason for behaviour and a support plan will be made , identifying what needs to happen to improve behaviours, and any additional support needs. A referral to Designated Safeguarding Lead and completion of Logging a Concern Form and /or referral for pastoral support should be considered . If appropriate parent/carers maybe contacted to discuss behaviour concerns. A time will be set to review support plan and any improvement in behaviours.

Final Warning. If the support put in place isn't helping to change or improve behaviour and following discussions with the General Manager/employer , a formal warning maybe given with the possibility of the risk of withdrawing of learning being made. A further support plan will be agreed with actions and timescales for improved behaviour. If not already made, a referral to DSL by the completion of Logging a Concern Form and /or referral for pastoral support must be made. If appropriate, parent/carers must be contacted to discuss behaviour concerns.

Final Decision.

If inappropriate behaviours continue consideration of withdrawing of learning will be made involving assessor, employer, DSL, JTM General Manager/senior manager. If the decision to withdraw learning is made, the learner will be provided with the continued support, information advice and guidance needed to help them address their behaviour difficulties and transition successfully onto the next phase of their work /training.

9 .SEND

We recognise our legal duties under the Equality Act 2010 in respect of students with Special Educational Needs and/or Disabilities (SEND). Whilst all students identified with SEND are covered under this behaviour policy, we recognise that these students often require support, which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all learners. Were necessary an Individual Behaviour Plan will be used for students with SEND that cause them to display challenging behaviour. Advice will be sought from external agencies, where necessary, to assist with putting in place appropriate support strategies.

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MONITORING AND REVIEWING

The policy will be monitored and reviewed annually by the Board of Governors.

RELATED POLICIES/ PROCEDURES.

- Safeguarding and Prevent Policy and Procedure (QP_015)
- Bullying and Harassment Policy (QP_015)
- Induction Handbook (QD_020)