

Juniper



TRAINING

Behaviour Policy

November 2024

This policy will be updated as our business changes and in line with new legislation. It will be reviewed and updated as necessary, a minimum of once a year. Where you see reference to the term 'student' in this policy, this applies to all 16-19 study programme students, students on traineeships and apprentices.

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1. Policy Statement

This policy sets out our approach to promoting positive behaviour across all of our provision. High standards of behaviour and discipline are an essential component for securing an orderly learning environment, improving classroom learning and raising achievement.

Juniper Training is committed to the promotion of positive behaviour for all students and to supporting students to develop their social, emotional and behavioural skills. This policy provides the framework within which all staff, students, parents and carers can contribute to the development and maintenance of an environment where students will flourish.

Students are informed about the expectations Juniper has of their behaviour through our “Code of Conduct – 3 Way Agreement”. The Behaviour Policy sets out the manner in which these expectations will be managed, and the response students can expect if they choose not to meet these expectations. It is based on respect for self, for others and for the environment and is designed to encourage students to develop responsibility for their own behaviour and achievement.

The key principles are:

- Treat all people and their property with respect and consideration
- Take responsibility for your own learning, progress and behaviour
- Behave in a manner which allows other students to enjoy their educational experiences at Juniper
- Develop a Juniper Training community where all members feel happy, safe and successful

2. Policy Objectives

- To encourage positive behaviour, with all students and staff working to agreed standards
- To set expectations that all students will be encouraged to learn the social emotional and behavioural skills required for effective citizenship
- To maintain a learning environment where students are encouraged to behave appropriately, because they feel they are valued members of the Juniper community, and that they are safe, secure and at ease
- To ensure the learning environment allows students to improve and develop the skills they need to achieve their programme outcomes and positively progress onto other education, employment with training or an apprenticeship

3. Broad Guidelines for Behaviour and Discipline

- Every staff member will accept responsibility for high standards of discipline in the classroom and within the centre environment
- Every student will accept responsibility for high standards of behaviour
- All staff will be consistent in their approach to discipline and behaviour
- Every student will be made aware by their tutors of the Code of Conduct and Juniper’s high standards and expectations
- The Performance Manager, Senior Managers and Directors have the right to exclude students in line with company policy and procedures

4. Teaching and Learning

Promoting positive behaviour enables high standards of teaching and learning to be achieved. Engaging teaching and a well-designed and relevant curriculum play a significant part. Students learn more effectively when the curriculum is differentiated, and teaching styles and approaches accommodate individual learning styles and preferences.

Staff should use the most appropriate method of teaching, which draws on students' experiences and values their contributions. Students should be received into a classroom where routines are established and high standards expected. Explicit and regular praise should be used for all types of achievement.

Effective lessons are those in which; students enjoy learning, are fully engaged, make progress and improve their attainment through sustained effort and commitment.

To achieve this staff should:

- Set behaviour for learning objectives, when appropriate, as well as other learning objectives for the lesson
- Arrive before the class and start the lesson on time
- Ensure that students enter and leave the room quietly and sensibly
- Display lesson objectives clearly
- Refer regularly to Juniper's Code of Conduct
- Ensure that all students can participate fully in the lesson
- Ensure lessons have challenge, pace, are enjoyable and have high expectations
- Enable different learning styles
- Review and recap on prior learning throughout the lesson to demonstrate learning
- Emphasise the positive in learning and behaviour
- Encourage positive behaviour, using praise and rewards fairly and consistently
- Motivate, encourage and engage the students
- Model and teach positive behaviour, including respect, empathy and social skills
- Make sparing, effective and fair use of reprimands
- Use positive language and avoid sarcasm, shouting and threats
- Avoid humiliating students
- Challenge negative behaviour by emphasising good listening skills, politeness and respect
- Acknowledge and praise effort and progress
- Avoid punishing a class for the behaviour of individuals
- Keep to time in the lesson and finish on time
- Share good practice with colleagues
- Plan, set and agree home study regularly with students

5. Reward and Recognition for Positive Behaviour

We believe that people respond best to praise for the positive behaviour we want to see, rather than focusing on the poor behaviour we do not. Our ethos is one built on trust and to help create this positive environment we have a range of opportunities and rewards that we:

- Use praise of individuals or groups for their achievements and for good behaviour
- Use praise from a senior member of staff to reinforce the recognition of achievement
- Use positive comments and feedback on homework or classwork

- Display excellent work and student success stories
- Use opportunities to take responsibility for their own behaviour
- Award Student of the Month Awards (Centre Level)

Juniper Training believes that Reward and Recognition for good behaviour:

- Builds student self-esteem and confidence
- Helps to create a positive learning environment
- Highlights the importance of good behaviour
- Encourages students to participate in a variety of activities
- Encourages students to set themselves the highest targets

6. Attendance & Punctuality

Please refer to Juniper's Attendance & Punctuality Policy which should be read in conjunction with the Behaviour Policy and Juniper's Code of Conduct – 3 Way Agreement.

7. Maintaining Discipline

Staff should apply their own behaviour management techniques as they develop their relationship with teaching groups. It is important to establish clear routines and expectations and implement a range of strategies that will solve any potential behavioural issues in the longer term.

Classroom Management

During lessons it is vitally important for staff to implement their own behaviour management strategies before implementing the consequence system. Before issuing a consequence, staff must first issue a warning and endeavour to apply their own behaviour management techniques. The following simple strategies will help to manage behaviour in the classroom:

- Keep your classroom tidy this will encourage your students to respect their environment and take pride in their work
- Refer to the "Code of Conduct" and make sure all student mobile phones are switched off and out of sight at the start of each lesson
- If required speak to individual students before they enter the room and set clear expectations
- Use praise to remind a student of their ability to behave appropriately
- Use non-verbal forms of communication to reinforce behaviour expectations
- Move or suggest moving a student to another seat if persistent disruptive behaviour is observed
- Pair the student with another student who will have a positive impact on their behaviour and attitude towards learning
- Vary the activity to find ways of encouraging the disruptive student to engage positively in the learning experience
- Remind students of the rewards of good behaviour
- Always end the lesson by ensuring students tidy up their working area, putting equipment away, disposing of rubbish in a waste bin and putting chairs under tables
- Maintain high expectations and apply behaviour management strategies in virtual classrooms

When a student starts to demonstrate behaviour problems the following planned interventions should be considered:

- Consider a seating plan for the lesson
- Reconsider the student's learning needs when planning the lesson to ensure that they are suitably engaged, motivated and included
- Use direct and effective use of praise for positive behaviour
- Discuss student behaviour with other tutors to help identify other possible strategies
- Speak to parents or carers to keep them informed of behavioural issues and to gain their support when implementing strategies to deal with them

Centre Management

When maintaining discipline throughout the centre all staff have an important part to play in reinforcing good student behaviour. When managing behaviour across the centre all staff should apply the following:

- Lead by example; remember that your behaviour informs their behaviour. Staff mobile phones should be out of sight and on silent. Please refer to your "Staff Handbook" for information about staff conduct.
- Set clear boundaries to ensure that students are clear on which areas of the building are accessible and which are not. Students should not be allowed to enter staff offices for the following reasons:
 - ✓ There may be private and confidential information on desks or screens (data protection)
 - ✓ Staff may be holding private and confidential conversations regarding students either face to face or by telephone
 - ✓ Security, as there may be staff belongings or expensive company equipment
- All staff have a responsibility to challenge a student who is not adhering to the "Code of Conduct" in and around the centre.

Roles and Responsibilities

The promotion of positive behaviour throughout the organisation is the responsibility of **ALL** staff, students, other support organisations, employers, parents and carers.

All staff have a responsibility to ensure the policy informs their day-to-day actions and that they apply the policy fairly and consistently. All staff have a role to play in keeping the policy alive throughout each centre, including through providing mutual support to colleagues, and modelling the social, emotional and behaviour skills and high standards of behaviour expected from students.

Students have a role in shaping and promoting the behaviour policy. Students have a responsibility to report incidents of bullying or intimidation, and a role in offering support to their peers through paired and group activities.

Parents and carers have a responsibility for the student's behaviour inside and outside of the training centre, informed by staff and encouraged to take an active role in the student's progress and achievement of outcomes.

Employers have a responsibility to ensure that behaviour is maintained whilst on work placements and should report poor behaviour and non-attendance to staff in order that it can be dealt with in line with company policies and procedures.

The Director of Quality with the assistance of other members of the Senior Management Team is responsible for the form and content of the policy, and for its implementation in ways that maintains an ethos that encourages positive behaviour.

8. Sanctions

Sanctions should be used to help students make appropriate choices about their behaviour. The most appropriate sanction is one designed to put matters right and to encourage better behaviour in the future. It is not appropriate, therefore, to punish whole groups for the misdemeanours of a few, or to impose a sanction that may humiliate students. Sanctions will lose their effectiveness if students do not regard them as fair.

As per “Juniper’s Code of Conduct” the following rules must be always adhered to whilst in the centre, during external activities and whilst on work placement:

- Respect all staff and students
- Be tolerant of others beliefs, faiths and cultures
- Behave in a professional and respectful manner
- Have excellent attendance & punctuality
- No swearing or use of offensive language
- No caps, hoods or outdoor clothing to be worn in classrooms
- No use of mobile phones in lessons
- No damage to centre property
- No energy drinks
- No alcohol or drugs or evidence of being under the influence
- No smoking in or around the centre, only in designated smoking areas
- No vape pens allowed in the centre
- No food or drink in lessons, bottles of water are permitted
- No listening to music during lessons

Students sign a “Student Agreement” in which they agree to adhere to the rules laid out in the “Code of Conduct”. In addition to the rules the student also agrees to:

- Complete home study as planned on a regular basis and on time
- Attend all reviews on time and complete targets set
- Attend employer visits, work tasters and work experience placements
- Take responsibility for their own learning, work hard and give 100% effort and commitment to achieve qualifications and goals
- Ask for help and guidance when needed
- Make the most of all opportunities available

Examples of concerns which may be classed as gross misconduct are listed below. Please note that this list is not exhaustive, and the seriousness of the event will always be taken in to account:

- Bringing knives or offensive weapons into centres
- Theft, fraud or dishonesty
- Bringing alcohol or drugs into the centre
- Being under the influence of alcohol or non-medically prescribed drugs
- Fighting or threatening behaviour
- Negligence, which causes unacceptable loss, damage or injury to others or their property
- Acts of bullying, discrimination and harassment
- Inappropriate sexual conduct
- Viewing indecent or pornographic images whilst in centre
- Bringing fireworks or other explosive devices into centre
- Handling stolen goods on company premises

IMPORTANT: Staff should also consider whether the behaviour under review gives cause to suspect that a student is suffering, or is likely to suffer, significant harm. Where this may be the case staff should follow Juniper's "Safeguarding & Prevent Policy".

Sanctions

- A short conversation about behaviour and its impact on learning, outlining the consequences if the behaviour does not improve
- A cooling-off period outside of the classroom (no more than two per lesson or the student is sent home)
- Asking the student to hand over the personal item which is preventing their progress e.g. mobile phone (a box, lockable drawer or cabinet may be used to store items in during lesson. These should be returned to the student at the end of the day)
- Being removed from the class and asked to work in isolation in another classroom or office
- Contact home by phone, email, letter or in person
- Meeting with parents, carers or other support organisation
- After class "catch up" sessions or attendance of non-timetabled dates to allow the student to catch up on work they have missed or fallen behind with
- Restorative justice, for example asking the student to apologise for their actions (verbal or written)
- Being sent home or temporary suspension from the class
- Home study for students who are "at risk" in order to catch up on work not completed

Any interventions/warnings should be recorded in the 'Learner Support Pack' and should provide full details of the incident and targets for improvement.

9. Consequences

In all instances where a student does not abide by Juniper’s Code of Conduct or behave in such a way that demonstrates gross misconduct the following consequences may be applied by staff:

Breaking any of the Rules on Juniper’s “Code of Conduct”	Consequence
First instance of poor behaviour	The tutor or staff member will implement the use of their own behaviour management strategies in the first instance as detailed in sections 7 & 8. If the student responds effectively to this level of discipline and behaviour improves then no further action will be taken. An INTERVENTION can be completed at this stage to help support the student as required.
Attendance & Punctuality	Please refer to the process detailed in the Attendance & Punctuality Policy
Where staff behaviour management strategies have failed to improve the student’s behaviour the following action may be taken.	Level 1 – Verbal Warning – will be issued, targets will be agreed and recorded in the ‘Learner Support Pack’. Appropriate sanctions (section 8) will also be applied. The plan will be closely monitored each week. Where a student fails to consistently meet their targets they will progress on to the next stage (1-2 weeks). Parents/carers will be contacted informing them that the student has had a verbal warning. Level 2 – Written Warning - will be issued, appropriate sanctions (section 8) applied and recorded in the ‘Learner Support Pack’. Parents/carers will be contacted informing them that the student has had a written warning. Level 3 – Final Warning – will be issued and a 3-way meeting will be arranged between the student, PM and parent/carer/ support worker, to discuss the severity and outlay and that the student is ‘at risk’ of dismissal. Final targets will be set and recorded in the ‘Learner Support Pack’. These will be closely monitored within agreed timeframes. Level 4 – Dismissal from the programme – completion of exit and reasons for dismissal recorded in the ‘Learner Support Pack’. Parents/carers/support workers/local authority and benefits agencies should be advised if students are no longer engaged in learning. NOTE: Please note that at any stage of the process if there is a considered risk to other students or staff, a student may be temporarily suspended whilst an investigation takes place.
Situations where “gross misconduct” is identified	Step 1 – Immediate Suspension - As there is a real risk to the wellbeing of other students and/or staff then the student will be temporarily suspended whilst a full investigation takes place. Staff should consider if we (Juniper Training) have a legal obligation to report the incident to the police. Remember to always consider if the incident gives cause to suspect that a student is suffering, is likely to suffer or is at risk of significant harm. If so, then the Safeguarding Policy should be initiated.

	Step 2 - Notice of Suspension – Parent/carer and/or other support organisation should be made aware that the student has been suspended pending an investigation. Staff in centre should also be made aware of the suspension so that attendance can be recorded accurately whilst the student is suspended. Step 3 - Investigation - the incident should be recorded on the contact log in the ‘Learner Support Pack’ and a detailed report written and uploaded to the student’s ‘learner record’ in PICSWeb. However, should the incident be related to safeguarding then the details should be logged on the CPOMS system. The Performance Manager should make a decision to act accordingly. Step 4 - Dismissal from the programme – record reasons for dismissal in the ‘Learner Support Pack’. Parents/carers/ support workers/local authority/benefits agencies should be advised if students are no longer engaged in learning.
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10. Interventions & Warnings

Interventions and warnings offer intensive support for students where persistent or specific behavioural problems are identified. They are designed to identify the factors affecting progress and achievement and to put a systematic programme of support in place. Interventions and warnings should be monitored regularly in line with the written targets that have been agreed and will link to other supporting documents such as the Attendance & Punctuality Policy and Juniper’s Code of Conduct – 3 Way Agreement.

The aim of the Behaviour Policy is that all students become able to manage their own behaviour and learning programme without additional support, in line with Juniper’s expectations. Students who continue to persistently breach these expectations despite the support outlined in this policy are at serious risk of permanent exclusion.

Any interventions/warnings should be recorded in the ‘Learner Support Pack’ and should provide full details of the incident and targets for improvement.

Special Educational Needs and Disability (SEND)

If a student has a SEND or a medically diagnosed health issue that directly affects their behaviour, Juniper will make all reasonable adjustments and put measures in place to support the student, which will be recorded in their individual ‘Support Plan’ located in their ‘Learner Support Pack’. Support Plans will be monitored and reviewed regularly involving parents/carers/support workers where appropriate.

Factors affecting behaviour

Certain individuals and groups are more at risk of developing mental health problems than others. These risks can relate to the student themselves, to their family, to their community or life events. Tutors see their student’s day in, day out. They know them well and are well placed to spot changes in behaviour that might indicate a problem.

These include:

- a vulnerable student (please see the vulnerable groups listings in the “Safeguarding Policy”)
- loss or separation – resulting from death, parental separation, divorce, hospitalisation, parental imprisonment

- loss of friendships (especially in adolescence)
- family conflict or breakdown that results in the child having to live elsewhere
- life changes – such as the birth of a sibling or moving house
- traumatic events - such as abuse, domestic violence, bullying, violence, accidents, injuries or natural disaster

Juniper Training will endeavour to identify and support all students as soon as any problems develop. All staff are trained in Safeguarding and each centre has its own Designated Safeguarding/Prevent Officer. Where a student is suffering, is likely to suffer or is at risk of significant harm then the safeguarding policy should be initiated.

Related Policies and Documents:

- Attendance & Punctuality Policy
- Code of Conduct – 3 Way Agreement
- Safeguarding & Prevent Policy
- Health & Safety Policy
- Personal Development, Behaviour & Attitudes Policy
- Learner Support Pack
- Employer Feedback