

## Personalised Learning College, North Yorkshire Learner Behaviour Policy

Learners are expected to adhere to the expectations of behaviour which is detailed within their transition upon entering PLC and included within their Behaviour Contract. Where this is not the case, the learner behaviour policy should come into force. This should only be used where normal classroom management techniques have not been effective.

This policy is intended to apply to situations where learners' behaviour goes beyond that which a teacher would normally be expected to manage within the normal classroom management situation. It should not be used to replace normal classroom management practices. To that extent this procedure should only be applied in exceptional circumstances where behaviour does the following.

- Contravenes equality of opportunity standards on a consistent basis.
- Intimidates or undermines the teacher or any other staff in the class and therefore adversely affects the learning of the other learners.
- Intimidates or undermines the other learners in the class to the extent that their learning is adversely affected.
- Consistently undermines good health and safety practice and puts the learner, staff, or other learners in a dangerous situation.
- Consistently does not conform to the expectations of the programme.
- Is in excess of the learner behaviours which have been recorded within their Behaviour Support Plan if applicable.
- Falls outside the support identified within the learner Behaviour Support Plan

In applying the procedure, the aim of the policy should be to ensure that the learner remains in the class and that their behaviour is modified to ensure that it is not repeated. The policy therefore offers opportunities for the learner to continue with their learning at each point in the process.

It is vital in all stages of this policy, clear communication is essential between the College staff, parents, carers, and other professionals involved within the learner(s) this would be in relation to.

### **Stage One. Identification of behaviour.**

Where a teacher feels that a learner's behaviour falls into one of the categories above and where they have been given opportunities to modify their behaviour, they should first contact their Hub-Coordinator to discuss the circumstances. The following should then apply.

- The Hub-Coordinator should confirm that all reasonable action has taken place to stop the behaviour. It would not be appropriate except in extreme circumstances for this procedure to be enacted for a one-off situation.

- If there are any safeguarding concerns which is felt has contributed to the change of behaviour from the learner, this must be reported before moving onto the next step by contacting the Learner Growth and Well-being Manager.
- If behaviour continues to be a concern the teacher should put in place a Behaviour Support Plan (BSP).
- The BSP should be reviewed daily/weekly.
- If the BSP does not improve the learner behaviour, support should be given to the teacher to help them resolve the situation. If this does not work or if the situation has gone beyond this, then the procedure should move to stage 2. It should be noted that where the teacher deems the behaviour to be so disruptive as to be adversely affecting the other learners then the process should be quickly moved to stage 2.
- This should all be logged using the Incident Report Form, and the information passed onto the PLC Development Manager.
- If at this stage the behaviour of the learner is deemed to be so extreme that they should no longer be attending the class, then it is possible to move to stage three. This would only be in exceptional circumstances and needs the express permission of the Head of Service.

### **Stage two. Formal notification of the behaviour to the learner.**

At stage two the PLC Development Manager should now be notified that this is moving to the second stage.

- The Hub Coordinator would be required to chair a Multi-Disciplinary Team (MDT) with other professionals involved with the learner(s) this consider EHCP plans which are in place.
- Appropriate recording of the process should take place. Such records should be shared with the learner as well as their parent or carer.
- The learner and their parent or carer should be informed that their behaviour in the class is now the subject of a service investigation and part of a formal process.
- If it is confirmed that the behaviour is inappropriate and that the learner understands and acknowledges this, then the person dealing with the situation must make it clear that the behaviour must desist. This should be done in writing with a copy to the teacher and to either the Head of Service or Hub-Coordinator as appropriate.
- The letter should state the nature of the inappropriate behaviour and should give the learner an opportunity to comment on the contents.
- It is important at this stage that the learner is given the opportunity to change the behaviour that is causing the problem and should remain in the class.
- The person dealing with the learner should make it clear that the behaviour is not appropriate and that if it does not change then they may be asked to leave the programme.

If the behaviour persists then the procedure should move to stage three.

### **Stage three. Exclusion of the learner from the programme.**

This is the most extreme measure and would only be used where the learner had been given a clear warning that the behaviour, they exhibited was not appropriate and that if it continued, they would be excluded.

- A letter to inform them that the case had now moved to possible exclusion should be sent to the learner.
- They would be asked not to attend any further classes until the situation had been resolved.
- The Hub Coordinator will call an EHCP interim review.
- This should take no longer than ten working days and should if possible be much shorter.
- The learner, parent/carer would be informed of the decision in writing and given the opportunity to appeal the decision.  
If no appeal is forthcoming, then we would conclude the issue closed.