

Positive Behaviour Policy

Positive behaviour management is the responsibility of all staff at Fareport Training Organisation Limited (Fareport). Positive behaviour is an expectation from all staff and learners. Fareport expects:

- Good Behaviour
- Punctuality
- Respect

Aims

Fareport's overarching aims are:

- To promote positive behaviour
- To support learners in learning self-discipline
- To promote an environment where learners take pride in their work, become self-confident and self-assured
- To enable effective teaching and learning
- To create a safe and secure learning environment for learners and staff
- To teach learners to understand, accept and tolerate differences in individuals

All staff are responsible for the behaviour and discipline of learners in their charge and should use effective strategies and sanctions to maintain an orderly environment for learning. In dealing with matters of discipline or unacceptable behaviour, staff should always:

- Act justly and fairly and be seen to do so
- Establish a relationship of respect with learners
- Deal promptly in matters of discipline
- Apply a consistent approach
- Ensure learners are informed of acceptable behaviour and consequences

Praise and sanctions will be used to promote positive ethos at Fareport and every session should incorporate praise and encouragement of learners.

Code of Conduct

Expectation of learners

- To be prepared to listen and learn
- To control their own behaviour
- To take pride in their work and learning
- To allow others to work and make progress
- To sort out disagreements without resorting to physical/verbal aggression
- To respect property, not to damage, take or misuse the property of other people or Fareport
- To understand and accept differences and the individual of everyone
- To work to the best of their ability
- To dress in a non-offensive way
- To follow Fareport's Positive Behaviour Policy

Expectation of staff

- To provide opportunities for learners to learn to their best ability by setting suitable learning challenges, removing barriers to learning, accepting diversity
- To provide an environment in which learners can learn and become successful
- To teach positive behaviour
- To plan and prepare stimulating lessons
- To teach respect by treating learners with fairness and consistency
- To teach interpersonal skills by promoting positive supportive relationships within their teaching groups
- To register learners in every lesson and keep a record of attendance and lateness
- To support Fareport's Positive Behaviour Policy
- To set up purposeful, interesting and relevant work if an absence from a session can be foreseen
- To avoid shouting, confrontation, aggression, sarcasm, humiliation, personal comments about learners
- To maintain positive communication between home and Fareport for learners under 18
- To maintain positive communication between employers and Fareport for learners on apprenticeship programmes
- Ensure appropriate clothing and self-presentation (including hygiene) is worn on Fareport and employer premises
- To provide guidance and assistance to individuals where necessary
- To monitor learners progress

Expectation of Leadership

- To ensure that delivery models provide activities designed to suit different learning styles
- To ensure/co-ordinate a positive learning environment for both staff and learners
- To ensure Fareport's Positive Behaviour Policy is consistently implemented
- To ensure a climate of praise and celebration within each department
- To monitor attendance, behaviour and learning within each department
- To arrange appropriate cover for absent staff whenever practically possible
- To liaise and communicate with parents, employers and outside support agencies regarding learners needs
- To manage closely troubled and challenging learners with the Trainer
- To provide effective support for Trainers presented with extremely challenging and uncooperative learner behaviour
- To support staff in managing learners behaviour by ensuring systems for managing and monitoring behaviour and attendance exist and are consistently implemented
- To ensure good practice is both developed and shared e.g. observation of Trainers who are skilled in behaviour management

Please refer also to Expected Learner Behaviour within OneFile Resources

- To provide clear leadership and support for Fareport's Positive Behaviour Policy
- To ensure a curriculum is in place which motivates the disengaged

Expectation of Parents/guardians (for learners under 18)

- To ensure their young person's regular attendance and punctuality
- To encourage their young person to bring the right equipment and wear appropriate clothing which is non-offensive
- To co-operate with Fareport to ensure that their young person follows' Fareport's Positive Behaviour Policy and Code of Conduct
- To keep their young person's Trainer aware of any circumstances which may affect their learning and behaviour
- To encourage and support their young person's completion of coursework

Expectation of Employer

- Adhere to the Training Agreement which was agreed and signed by all parties prior to commencement of programme
- Support communication and requests from Fareport where guidance/ resolution to issues are sought

Behaviours which are unacceptable

Fareport recognises that there are a range of behaviours which are inconsistent with the code of conduct. We also recognise that some behaviours are trivial, other behaviours are moderately serious and a few behaviours are considered as being very serious. Fareport also emphasises that repeated misbehaviour is treated as significantly more serious than one-off instances.

- *Low level* behaviours include shouting out, time-wasting, refusal to take part in activities or cause hindrance to activities and learning for others
- *Moderately serious behaviours* include refusing to follow instructions, deceitfulness, spoiling others work, lateness, rudeness etc
- *Very serious behaviours* include physical assault against another learner or staff member, verbal abuse/ threatening behaviour against another learner or staff member, bullying, racist abuse, sexual misconduct, drug or alcohol related offences/use, damage to Fareport property or personal property, theft, persistent disruptive behaviour and any other behaviours considered to be very serious by the Trainer and Team Manager

Responding to unacceptable behaviour

Low Level behaviour

- Verbal warning
- Behaviour management strategies
- Advice and guidance

Moderately serious behaviour

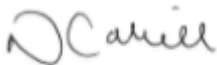
- Verbal warning
- Communication with Employer
- Advice and guidance

Very serious behaviour

- Verbal warning
- Contact/meeting with Employer/ Parent/ Guardian
- Suspension from programme pending investigation
- Removal from programme
- Retrieval of costs (for damage to property)
- Contact with Police
- Advice and guidance

Parents/guardians/employers will be informed if the behaviour of a learner causes concern over a period of time and will be increasingly involved if behaviour becomes more serious

Signed:



Natalie Cahill, Chief Executive

Reviewed- March 21