

Positive Behaviour Policy

Positive behaviour management is the responsibility of all staff at Fareport Training Organisation Limited (Fareport). Positive behaviour is a fundamental expectation for all staff and learners. We expect everyone to demonstrate:

- **Respect** – Treating others with kindness, fairness, and consideration.
- **Punctuality** – Arriving on time and being prepared for learning.
- **Good Behaviour** – Acting responsibly.

Our Aims

Fareport is committed to fostering an environment that:

- Encourages and reinforces positive behaviour.
- Supports learners in developing self-discipline.
- Promotes self-confidence, pride in work, and a sense of achievement.
- Ensures effective teaching and learning can take place.
- Maintains a safe, respectful, and inclusive atmosphere for both learners and staff.
- Teaches learners to appreciate and respect individual differences.

Responsibilities of Staff

All staff are responsible for managing learner behaviour and maintaining discipline within their training sessions. This includes using effective strategies and appropriate sanctions to ensure a productive and orderly learning environment.

When addressing behavioural concerns, staff should always:

- **Act fairly and consistently**, ensuring justice and impartiality.
- **Build respectful relationships** with learners.
- **Respond promptly** to issues of discipline.
- **Apply rules and expectations consistently** with all learners.
- **Clearly communicate** acceptable behaviour and the consequences of misconduct.

Encouraging Positive Behaviour

At Fareport, we believe in promoting a positive learning ethos through a balance of praise and sanctions. Every session should incorporate recognition and encouragement of learners to reinforce positive behaviour and engagement.

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

Staff Expectations

- Create opportunities for learners to reach their full potential by setting appropriate learning challenges, removing barriers to learning, and embracing diversity.
- Foster a supportive and conducive learning environment that encourages success.
- Promote positive behaviour through effective teaching strategies.
- Plan and deliver engaging and well-prepared lessons.
- Model and instil respect by treating learners fairly and consistently.
- Develop learners' interpersonal skills by encouraging positive and supportive relationships within their teaching groups.
- Take attendance in every lesson and maintain accurate records of attendance and punctuality.
- Uphold Fareport's Positive Behaviour Policy.
- Prepare meaningful and relevant work in advance for any foreseeable absences.
- Maintain a professional and respectful approach by avoiding shouting, confrontation, aggression, sarcasm, humiliation, or personal remarks about learners.
- Communicate effectively with parents/guardians for learners under 18 to ensure a positive home-Fareport connection.
- Maintain strong communication with employers for learners enrolled in apprenticeship programs.
- Adhere to appropriate standards of dress, presentation, and hygiene while on Fareport and employer premises.
- Provide guidance and support to learners as needed.
- Monitor and assess learner progress regularly.

Leadership Expectations

- Ensure that all delivery models incorporate activities tailored to accommodate different learning styles.

- Foster and coordinate a positive learning environment for both staff and learners.
- Consistently implement Fareport's Positive Behaviour Policy.
- Promote a culture of praise and celebration within each department.
- Monitor attendance, behaviour, and learning across all departments.
- Arrange suitable cover for absent staff whenever practically possible.
- Communicate effectively with parents, employers, and external support agencies regarding learners' needs.
- Work closely with Trainers to manage and support troubled or challenging learners.
- Provide effective support to Trainers dealing with exceptionally difficult or uncooperative learner behaviour.
- Support staff in managing learner behaviour by ensuring systems for monitoring and addressing behaviour and attendance are in place and consistently applied.
- Facilitate the development and sharing of best practices, such as observing Trainers who excel in behaviour management.
- Provide strong leadership and support for the implementation of Fareport's Positive Behaviour Policy.
- Ensure a curriculum is in place that engages and motivates disengaged learners.

Expectations of Parents/Guardians (for Learners Under 18)

- Ensure their young person attends regularly and arrives on time.
- Encourage their young person to bring the necessary equipment and wear appropriate, non-offensive clothing.
- Support Fareport by ensuring their young person follows the Positive Behaviour Policy and Code of Conduct.
- Communicate with their young person's Trainer about any circumstances that may impact their learning or behaviour.
- Encourage and support their young person in completing coursework.

Employer Expectations

- Comply with the Training Agreement or agreements signed by all parties before the start of the program.
- Support communication and respond to requests from Fareport, providing guidance and assistance in resolving any issues.

Unacceptable Behaviours

Fareport acknowledges that certain behaviours conflict with the Code of Conduct. These behaviours vary in severity, ranging from minor to moderately serious and, in some cases, very serious. Additionally, repeated misbehaviour is regarded as significantly more serious than isolated incidents.

- **Low-level behaviours** – These include shouting out, time-wasting, refusal to participate in activities, or actions that disrupt learning for others.

- **Moderately serious behaviours** – These include refusing to follow instructions, deceitfulness, interfering with others' work, lateness, rudeness, and similar conduct.
- **Very serious behaviours** – These include physical assault on another learner or staff member, verbal abuse or threats, bullying, racist abuse, sexual misconduct, drug or alcohol-related offences, damage to Fareport or personal property, theft, persistent disruptive behaviour, or any other behaviours deemed 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

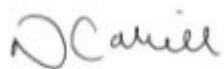
- Verbal warning
- Communication with Employer
- Advice and guidance

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 and will be increasingly involved if behaviour becomes more serious.

Signed:



Natalie Cahill, Chief Executive

Reviewed- March 25