

Wales Negotiating Committee Further Education

March 2021

National Behaviour Policy

1: Context

1.1: The UK Timpson Review (May2019) found that intersecting disadvantage is a key-factor in challenging behaviour. Chief indicators of disadvantage are poverty, SEN, BAME background, 'looked after' and mental health challenges. Students demonstrating poor behaviour may have had an unsatisfactory relationship with authority in their previous schools or institutions; experienced low levels of success at school and associate learning as something to be endured rather than enjoyed; endure fractured home circumstances or responsibilities that weigh heavily on their capacity to commit to their education. The Review also suggests that these students frequently leave school fully aware of the low expectations surrounding their future prospects.

1.2: Student behaviour not only impacts on learner's ability to learn but also teacher's ability to teach. Research demonstrates that it takes up to 45 minutes for our bodies to adjust to normal after a conflict event. Behaviour management principles determine that calm practitioners convey authority, command and trust. Clear and consistent rules which effectively address challenging behaviour before it escalates are in thus in the interests of both learners and staff.

1.3: Exclusion from the learning environment is a possible precursor to further exclusion in society.

1.4 Therefore the WNCFE has developed this agreement to ensure that colleges across Wales deal consistently with the issue of challenging behaviour in ways that support the individual learner to make the most of their abilities, rather than continue to reinforce the practice which has lead them to this behaviour in the first place.

1.5 Rather than seeking to address occasional inappropriate behaviours; the focus is placed upon those students who come to rely on inappropriate behaviour to meet their needs. Challenging behaviour encompasses the following actions which:

- Interfere with students learning and development.
- Is harmful to and threatens the safety of the student, other students and college staff.
- Interferes with educator's ability to teach and all of the student's opportunities to learn.
- Puts students at high risk for later social problems and/or academic and occupational failure

2: Scope

2.1 This policy should be applied to all staff, including management, who are engaged in supporting learning within the class room or learning environment, whether it be workshop based or the workplace for WBL

3: Policy statement

In drafting college policy the following statement of principles must be included;

3.1 Commitment to a learning experience where positive behaviour and personal conduct is promoted to avoid exclusions

3.2: Recognise that poor behaviour can originate in low personal and societal expectations as well as structural adverse experiences

3.3: Support for students to accept responsibility for their behaviour

3.4: Positive behaviour provides staff with the space to teach

3.5: Commitment to physical & mental wellbeing

4: Aim of the Policy

4.1: To create a culture of positive behaviour: for learning, community and life

4.2: To ensure coherent and consistent policies throughout all FE Institutions

4.3: To ensure that all learners are treated fairly, shown dignity and encouraged to have positive relationships

4.4: To prevent negative behaviours in the first instance

4.5: To support learners to take control over their behaviour and be responsible for the consequences of it.

4.6: To promote student & staff physical and mental wellbeing

4.7: To avoid exclusions

5: Purpose of the Agreement

To develop practical procedures for staff and learners that;

5.1: Recognise and reinforce belonging and positive behavioural norms

5.2: Promote self-esteem and self-discipline in the learning environment, community and life

5.3: Teach appropriate behaviour through positive interventions and support networks, to circumvent further polarisation colleges and the communities they serve

5.4: Ensure that staff are supported by institutional culture, consistent application, timely follow-up and adequate space for policy operation

6. Operation of the Policy

Embedded procedures will be characterized by;

6.1: Simple and appropriate language which students & staff can easily follow

6.2: Consistent and fair application in every event

6.3: Timely follow-up leading to predictable outcomes, with time stages within the policy

6.4: Signposted support

6.5: Clearly defined routes for audit & escalation, with timed stages

6.6: The necessary time, training and resources to exercise this policy

7. Procedural Requirements

Parties to the agreement will:

7.1: Implement policy and procedures designed to address challenging behaviour as defined in this agreement.

7.2: Ensure that policy recognises positive behaviour as one component in a wider ambition to create a safe and productive learning community which speaks directly to students' lived experience. This will entail an action-led conversation through which values are celebrated and made relevant.

7.3: Ensure that all students are encouraged to engage with policy through positive and value-led discussions during induction

7.4: Undertake to review current policies and, where necessary, rewrite to reflect positive expectations using accessible and familiar language

7.5: Ensure that policies carry clear, consistent and defined sanctions for students, balanced by sign-posted support

7.6: Seek to embed reliable reporting and feedback so that students and staff know that inappropriate behaviour will be addressed, with follow-up in terms of support or escalation needs being communicated with the relevant staff. Enable consistent statistical capture and reporting to support periodic policy review.

7.7: Undertake to introduce behaviour as a standing agenda item in all formal meetings, including faculty; department; management and health and safety committees

7.8: Acknowledge that staff training is at the forefront of any effective behaviour policy. This training should be responsive to staff needs and organised via horizontal communication.

7.9: Any policy or review must be subject to communication and agreement with the local JTU

7.10: Undertake to embed wellbeing into the behaviour policy. This will reflect the time necessary for its operation as well as a reasonable preparation/recovery component, following instances of conflict. Operation of this agreement will be reviewed after one year.

7.11: Seek to mainstream diversity and support students by proactively engaging with external initiatives where it is felt that they add joint value.

Monitoring and review

This agreement will be monitored and reviewed every three years by the Wales Negotiating Committee Further Education.

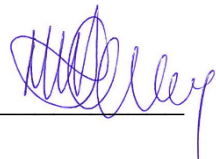



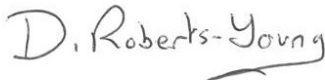



Annex

Thematic diagram covering the key principles which inform this agreement.

Dignity	Clarity	Consistent, Certain & Fairly Applied	Followed Up/ Predicable
Belonging/Whole community Norms	Appropriate	Manages Positive Expectations	Recorded & Actioned
Supportive & Well Being Focused	Embedded	Responsive/ proportionate	Escalatory

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SIGNATURES OF THE PARTIES TO THIS AGREEMENT

- (a) ColegauCymru Principals' Forum 
- (b) GMB 
- (c) NASUWT CYMRU 
- (d) NEU 
- (e) UCAC 
- (f) UCU 
- (g) UNISON 
- (h) UNITE 

Date of commencement of this agreement: March 2021