



BEHAVIOUR

MANAGEMENT POLICY



Aims

- To teach, enable and encourage learners to develop positive attitudes, good manners, care and respect for others, self control, and the ability and willingness to take responsibility for and to be accountable for their actions.

- To create a safe (stable), positive and stimulating environment, free from disruption, violence, bullying, discrimination and any form of harassment where quality teaching and learning can take place.

- To foster proper regard for authority and positive relationships based on mutual respect.

Roles and Responsibilities.

- The Directors will establish, in consultation with the staff, the policy for the promotion of good behaviour and review it annually. It will ensure that it is communicated to learners and parents, is non-discriminatory and the expectations are clear. The Directors will support Motorvation Training in maintain high standards of behaviour.

- The Directors are responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Directors.

- Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and are consistently and fairly applied. Mutual support amongst all the staff in the implementation of the policy is essential. Staff have a key role in advising the Manager in the effectiveness of the policy and procedures, all staff are considered to be on duty at all times during the Training day (with the exception of lunch times) and are responsible for encouraging good behaviour and maintaining discipline anywhere in Motorvation Training.

- Good classroom behaviour rests to a large degree on the quality of the lessons and the effectiveness of teaching and classroom management. A good Tutor will engage his/her learners, keep them on a task and gain their respect. Accordingly, staff have a responsibility, with the support of the Manager, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently. In addition to quality of teaching Tutors should:

- a) arrive on time to lessons and take a register each lesson
- b) establish and make clear the routines that classes are to follow
- c) follow the Teaching, Learning and Assessment Policies
- d) prepare lessons well
- e) insist on silence and full attention from learners when addressing the class
- f) reward good behaviour and good answers with praise
- g) not tolerate disrespect or rudeness
- h) always respond to poor behaviour and disruption



- i) reprimand, punish or reward as appropriate
- j) show respect to all learners by responding to poor behaviour calmly and assertively

•The Directors, Manager and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will ensure that the concerns of learners are listened to and appropriately addressed.

•Learners will not argue with staff as this disrupts the learning and teaching taking place in the classroom. If learners feel that they have been treated unfairly they may go to their Tutor or Director and put their case to them. This must be done in an adult manner and at a time and place convenient to the member of staff.

•Parents and carers will take responsibility for the behaviour of their child both inside and outside of training. They will be encouraged to work in partnership with Motorvation Training to assist in maintaining high standards of behaviour and will have the opportunity to raise with Motorvation Training any issues arising from the operation of the policy.

•Learners will be expected to take responsibility for their own behaviour and will be made fully aware of the Motorvation Training Policy, procedure and expectations. Learners have a responsibility to choose the correct behaviour. Failure to do so will lead to clear consequences. Learners also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Procedures

•The procedures arising from this policy will be developed by the Directors in consultation with the staff.

•The procedures will make clear to the learners how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, learners and parents.

•The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of Motorvation training has a responsibility towards the whole community and that they are ambassadors for Motorvation Training at all times.

•The procedures will include details on the Code of Conduct, the use of rewards and sanctions, the referral and behaviour management system and the use of outside agencies.

Rewards

•Motorvation Training ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role helping learners to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups.



Sanctions

- Sanctions are needed to respond to inappropriate behaviour
- A range of sanctions are clearly defined in the procedures and their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. Sanctions include loss of free time, setting extra work, and, exclusion from training.
- The procedures make a clear distinction between the sanctions applied for minor and major offences.
- For serious offences, strong sanctions will be imposed. Motorvation training will not tolerate learners endangering the welfare or safety of staff or other learners by dangerous or criminal activity. In particular, learners selling drugs on the premises or bringing weapons into the training facility will be at risk of permanent exclusion.
- When considering either fixed term or permanent exclusions the Directors will take advice from further bodies and officers

Training

- The Directors will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

Inter-relationship with Other Motorvation Training Policies

- In order for the behaviour policy to be effective, a clear relationship with other Motorvation Training policies particularly equality of opportunity, additional needs, attendance, drug abuse and anti-bullying, has been established.

Involvement of Outside Agencies

- Motorvation training works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all learners are met by utilising the range of external support available.

Review

- The Manager, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Manager will keep the Directors informed, reporting to them annually.
- The Directors will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Manager, staff and parents. The Code of Conduct will also be reviewed by the student council to give learners a voice in it. The outcome of the review will be communicated to all those involved, as appropriate.



BEHAVIOUR MANAGEMENT PROCEDURE

Dealing with good and bad behaviour

How does Motorvation Training encourage positive behaviour?

This is done by rewarding young people, challenging unacceptable behaviour, providing appropriate support and by operating a system of clean and fair sanctions.

What sort of opportunities are taken to reward young people?

This is done through praise, both written and verbal. It may range from a simple comment from a member of staff about how well a young person has done to a letter of commendation. Displays of learners' work are another way in which young people see that their work is valued. Recognition of learner achievement and progress can take place within award or presentation ceremonies. In order to function effectively, Motorvation training will respond promptly in dealing with any form of unacceptable behaviour.

What sort of behaviour is regarded as unacceptable?

At Motorvation training there are some forms of behaviour that are regarded as unacceptable which in other contexts might seem to be quite reasonable. This will arise whenever the behaviour disrupts lessons or interferes in any other way with the smooth running of the facility. The following are examples of unacceptable behaviour:

- impolite behaviour
- bullying
- excessive noise
- bringing forbidden items into training
- smoking
- insolence or inappropriately challenging language towards a member of staff
- untidy appearance or wearing incorrect or offensive wear
- the wearing of jewellery (other than ear studs that could be dangerous)
- forgotten or incorrect equipment
- chewing gum and eating/ drinking in the classroom
- late arrival to Motorvation or to a training session



How do we respond to unacceptable behaviour?

We have adopted a simple “three step approach” to managing behaviour. The intention of this approach is not to reprimand the learner, but to try and help the learner realise where they are going wrong, and make choices themselves to get their learning and behaviour back on track. At all three levels a member of non teaching staff will carry out an investigation into a learners behaviour, and after consultations with other staff have been made, an appropriate sanction will be decided. Our three step approach follows a traffic light system. An example of which is listed below. The examples are not exhaustive, and each “step” can be implemented at any point.

Green

Frequent low level disruption
Talking out of turn
Using a mobile phone in a classroom
Listening to music
Not paying attention
Distracting others
Disrupting others and own learning
Failure to follow guidance
Continually not responding to tasks

A “Green” sanction will usually result in a 1:1 meeting with a Director, the learners Key Worker and the learner. Parents will also be informed of the sanction via letter home. This meeting will consist of addressing the learners behaviour, giving the learner the opportunity to realise and accept that their behaviour is unacceptable, and work with the learner to decide what we can all do to support the learner in making changes.

Amber

Arriving late
Not equipped for learning
Poor attendance
Throwing things
Snatching things off others
Out of seat
Answering back
Inappropriate verbal cheek to others
Eating and drinking in lessons
Persistent poor behaviours
Confronting others
Refusing reasonable instructions
Making threats
General rowdiness
Verbal abuse of tutors/peers



Bullying
Feet on chairs.

An “Amber” sanction will result in a 1:1 meeting with a Director, the learners tutor, their Key Worker and possibly with a parent present. A letter will be sent home to the parent, informing them of the meeting and any sanction that could possibly be given. The letter could include an invite to attend any 1:1 meetings. This meeting will consist of further addressing the learners behaviour, and giving the learner a further opportunity to realise and accept that their behaviour is unacceptable, and work with the learner to decide what we can all do to support the learner in making changes.

Red

Destroying or breaking equipment or furniture
Defacing walls or furniture
Interfering with fire safety equipment
Graffiti
Viewing unacceptable websites
Not following health and safety guidance or listening which could result in harm
Assaulting other students
Assaulting members of staff or visitors.

A “Red” sanction will result in a 1:1 meeting with A Director, the learners tutor, support worker, key worker, YOT as well as parent. A notice of suspension could also be given to the learner if Motorvation Training feels that they present a danger to themselves or others. This meeting will consist of further addressing the learners behaviour. It is at this point that we will discuss any available options that are available to the learner, which may result in removal from the course and exclusion from the premises or very close monitoring of the learners behaviour.

Motorvation Training Ltd always reserves the right to make the final decision. Motorvation Training will always operate within the law, and will liase with law enforcement agencies if this is deemed necessary.



CODE OF CONDUCT

Around Motorvation Training

- Arrive on time
- Wear your PPE correctly
- Bring the right equipment
- Walk sensibly around
- Eat and drink only in approved areas
- Do as you are told by staff- first time, every time
- Be polite and show respect for others
- Mobile phone and electrical equipment should only be used during breaks and not during training

In the Workrooms

- Arrive on time
- Don't sit on the tables
- Take your coat off
- Listen to your Tutor and follow their instructions throughout the lesson
- Show respect to everyone, both adults and learners
- Pack away when told and leave the room quietly
- Mobile phones and electrical equipment should be turned off

CODE OF CONDUCT FOR TEACHING AND SUPPORT STAFF

Introduction

This code of conduct draws from the General Teaching Council's Code of Professional Values and Practice for School Staff. It details the Governing Body's expectations in relation to the conduct of all staff employed at Motorvation Training. This code is intended to help ensure that the professional work of Motorvation staff helps students to develop themselves fully and reach their highest potential in life. It is intended to help clarify the definition of professionalism.

Teaching and support staff inspire and lead young people, helping them achieve their potential as fulfilled individuals and productive members of society. Their role is vital and far-reaching. Teaching and supporting students are special challenges that offer opportunities to improve the opportunities that young people have in life. The primary purpose of staff within Motorvation training is to achieve success for students through a complex network of relationships. Staff need high levels of commitment, energy and enthusiasm. Like other professionals, they need to respond to a social situation that is continually changing.

To ensure the positive development of individual students, staff are required to work within a framework of equal opportunities and other relevant legislation, statutory guidance and Motorvation training policies. Within this framework, they are expected to challenge stereotypes and oppose



prejudice to safeguard equality of opportunity, respecting individuals regardless of gender, marital status, religion, colour, race, ethnicity, class, sexual orientation, disability and age.

Young People as Students

Staff have insight into the learning needs of young people. They use professional judgement to meet those needs and to choose the best ways of motivating students to achieve success. They use assessment to inform and guide their work.

Motorvation Training should have high expectations for all students, helping them progress regardless of their professional circumstances and different needs and backgrounds. They must work to make sure that students develop intellectually and personally, and to safeguard students' general health, safety and well-being. Staff need to demonstrate the characteristics they are trying to inspire in students, including a spirit of intellectual enquiry, tolerance, honesty, fairness, patience, a genuine concern for other people and an appreciation of different backgrounds.

Conduct and Appearance

Staff are expected to conduct themselves in an exemplary manner, showing respect for all of the people they come into contact with, in formal or informal situations. They need to be aware that students will see them as role models and that this is a responsibility that needs to be taken seriously; this includes the need to maintain a smart, a smart, professional appearance in keeping with Motorvation Trainings high expectations.

Colleagues

Staff should support their colleagues in achieving the highest professional standards. They must be fully committed to sharing their own expertise and insights in the interests of the people they teach and are always open to learning from the effective practice of their colleagues. Staff need to respect the rights of other people to equal opportunities and to dignity at work. They must respect confidentiality where appropriate.

The Directors and other interested People

Staff should recognise that the well-being and development of students often depend on working in partnership with different professionals, the Directors, support staff and other interested people within Motorvation Training. They need to respect the skills, expertise and contributions of these colleagues and partners and be concerned to build productive working relationships with them in the interests of students.

Parents and Carers

Staff are expected to respond sensitively to the differences in students' home backgrounds and circumstances and recognise the importance of working in partnership with parents and carers to understand and support their children's learning. They must endeavour to communicate effectively and promote co-operation between home and Motorvation Training for the benefit of young people.



Motorvation Training in Context

Staff should support the place of Motorvation Training in the community and appreciate the importance of their own professional status in society. They should recognise that professionalism involves using judgement over appropriate standards of professional behaviour.

Learning and Development

Staff should understand that maintaining and developing their skill, knowledge and expertise is vital to achieving success. They should take responsibility for their own continuing professional development, through the opportunities available to them, to make sure that the students receive the best and most relevant education. Staff need to continually improve their skills.