

## BEHAVIOUR / INCIDENTS / UNACCEPTABLE BEHAVIOUR POLICY

### 1. POLICY

- 1.1. The purpose of this Policy is to ensure the safety of students and staff and to provide guidance on the immediate actions to take under certain incidents affecting students. The policy is based on the principle of 'acceptable behaviour', with rules to ensure safety and a spirit of co-operation within a large community. Students should show respect for other students and staff and act in a polite and mature way. It is important for individuals to be able to learn, to be able to teach and to be part of the College community without fear of:
- disruption of, and interference with, learning
  - actual or threatened violence from others
  - bullying
  - harassment, including sexual or racial harassment, or harassment on the grounds of religion, belief or disability
  - illegal substances or alcohol being made available
  - criminal behaviour (e.g. theft and the carrying of offensive weapons)
  - deliberate damage to property
- 1.2 Students are expected to observe all rules and regulations of the College and to accept that the College will institute disciplinary procedures if they are in breach of any rules and/or regulations. The rules apply whether a student is using College premises or is representing the College or using external facilities as part of their course.
- 1.3 Students will be made aware of this policy, the student disciplinary policy and the anti-bullying policy through tutorials. Students will be asked to sign a 'Learner agreement/enrolment form' on entering the College, which will commit them to abide by these policies throughout their time in College.
- 1.4 Classroom rules are displayed in all teaching spaces and the College values are displayed and discussed with all staff and students.

## COLLEGE VALUES:

### **Acting with Integrity**

We will take personal responsibility, respecting each other and acting honestly. We will always seek to do the right things in the right way

### **Realising Potential**

We will set ourselves the highest standards and expectations for our personal behaviour and work. We will encourage excellence and success for ourselves and the people we work with.

### **Making a Positive Difference**

We will make a difference to the communities we serve and make a positive difference to each other in our daily work and friendships

### **Creating a Sense of Belonging and Personal Wellbeing**

We will welcome everyone to College and ensure that people can feel safe, supported, make friends and work in a positive environment

### **Working Together**

We will work and learn together encouraging each other to maximise our impact

1.5 **Unacceptable** behaviour can be divided into the following categories:

#### 1.5.1. **Minor misconduct**

This includes for example:

- Unexcused occasional lateness
- Noisy behaviour
- Using 'mobile phones' inappropriately
- Failure to observe reasonable instructions by staff

#### 1.5.2 **Repeated misconduct**

This includes for example:

- All examples of minor misconduct, where a student has not responded appropriately, after earlier requests to do so
- Regular absence without notification

#### 1.5.3 **Serious or persistent misconduct**

This includes for example:

- Failure to observe health and safety regulations
- Disruptive behaviour
- Damage to College property
- Excessive physical contact with another student (this may be of a sexual or abusive nature)
- Failure to respond to oral warnings given for earlier misconduct
- Failure to respond to a direct instruction given by a member of staff

#### 1.5.4 Gross misconduct

This includes for example:

- Assault on, or abuse towards, students or staff (includes sexual, racial or verbal abuse)
- Bullying, harassment or the making of threats against staff or students
- Theft or fraud
- Committing any criminal offence whilst involved in a College activity
- Serious damage or misuse of College property
- Seriously disruptive behaviour
- Dangerous behaviour, including the possession of offensive weapons
- Accessing or making available to others pornographic or other offensive material
- Bringing others on to the College site or compromising College security in any way
- Possessing, or being under the influence of drugs or alcohol
- Serious misuse of, or interference with, electronic systems or data

#### **Note:**

The categorisations above are intended to be illustrative and are designed to set a framework within which staff can make a judgement as to the severity of a disciplinary issue. It should be acknowledged that all situations are unique and that a range of circumstances should be taken into consideration before making a final judgement.

The Concern form can be found in on-track

## **2. PROCEDURE**

- 2.1 There are two individual flowcharts detailing the procedures to follow where an immediate response is required. The flowcharts also reference more detailed guidance (included within this document) on how to address particular issues.
- 2.2 Any information received about an incident after the event must be forwarded to the Head of Faculty, immediately.
- 2.3 Heads of Faculty may also need to follow up with other College procedures, that is, disciplinary, bullying and so on, where appropriate.

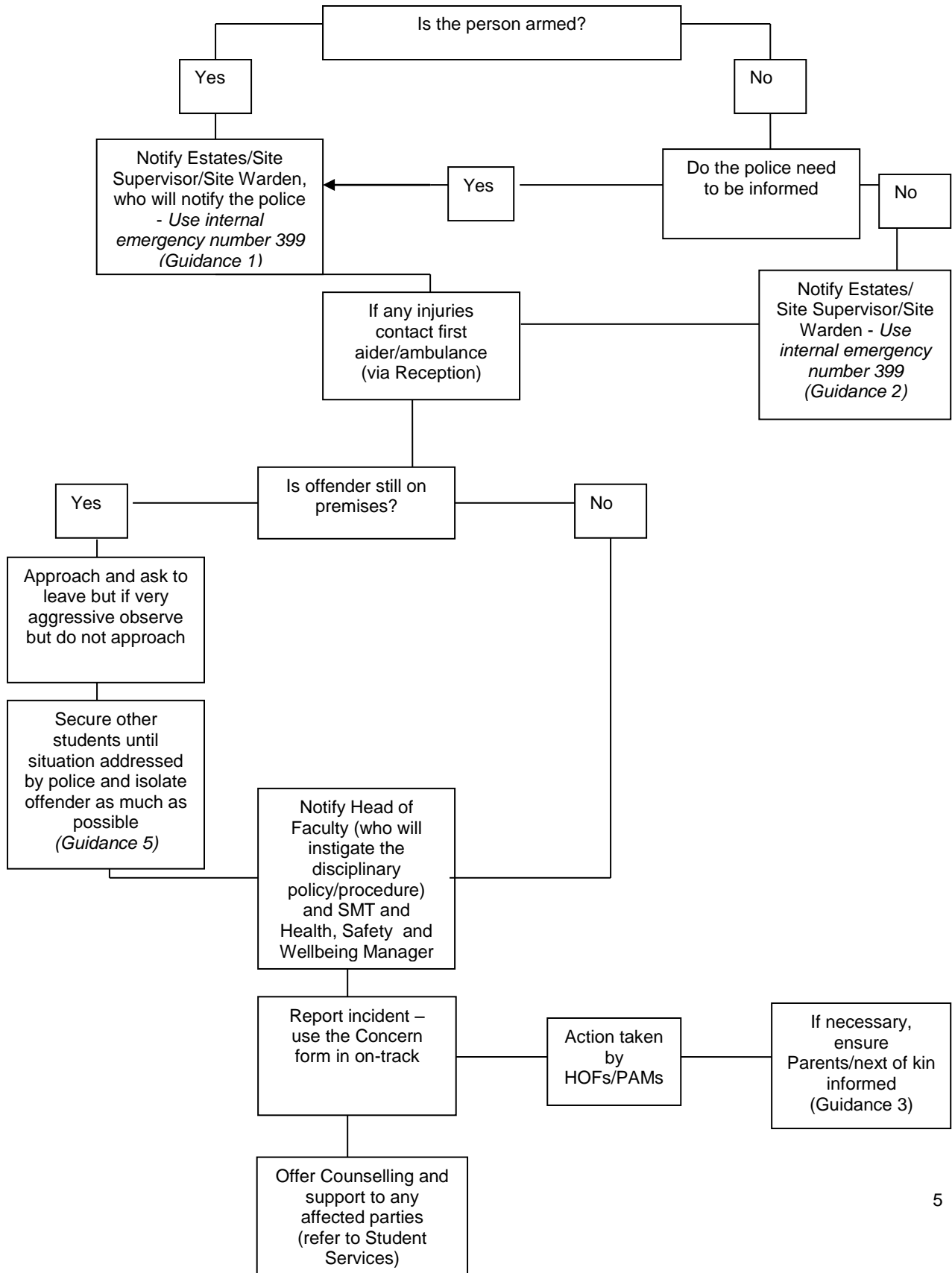
## **3. GUIDANCE**

- 3.1 Immediate response flow charts - **Flowchart 1** Physical Injury or Intimidation/Threatening Behaviour  
**Flowchart 2** Incident involving Property Damage
- 3.2 Guidance 1                      Police Notification
- 3.3 Guidance 2                      Incident Response
- 3.4 Guidance 3                      Notification of Next of Kin/Parent/Carer

- 3.5 Guidance 4 Monitoring Unauthorised/Suspicious Persons
- 3.6 Guidance 5 Securing Safety of Students

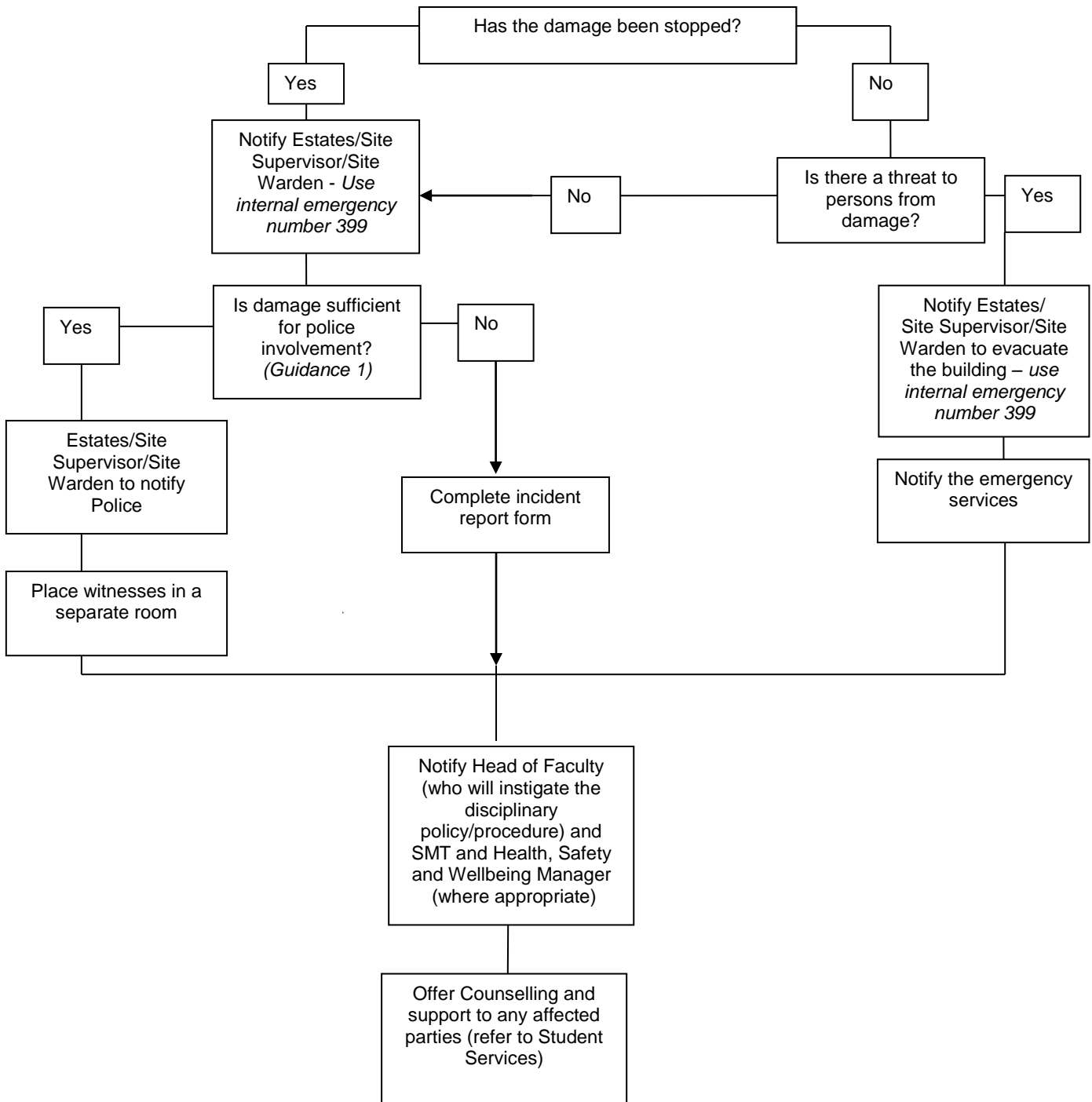
**FLOWCHART 1**

**IMMEDIATE RESPONSE:  
INCIDENT INVOLVING PHYSICAL INJURY OR  
INTIMIDATION AND THREATENING BEHAVIOUR**



**FLOWCHART 2**

**IMMEDIATE RESPONSE:  
INCIDENT INVOLVING PROPERTY DAMAGE**



## **GUIDANCE No. 1 POLICE NOTIFICATION**

### **Introduction**

The purpose of this guidance is to detail the process to be followed in notifying the authorities.

### **Actions**

1. The Estates team will normally be responsible for notifying the police.
2. However, if no-one from the Estates team are available and **'you'** consider that there is sufficient cause for concern regarding an immediate threat to the health or safety of any persons, or of physical assault:-

**Notify the police immediately on 999 or Lancaster 63333.**

3. Inform the Police of:
  - Who you are
  - Your location
  - Brief facts (why you phoned)
4. Act on any instructions from the police
5. Notify Reception of the incident.
6. Reception to notify the Estates/Site Supervisor/Site Warden that the police have been called. Inform SMT.
7. Report the incident to the police on arrival.
8. Ensure the incident is reported via on-track

## **GUIDANCE No. 2 INCIDENT RESPONSE**

### **Introduction**

The purpose of this guidance is to detail the steps to be taken by the member of staff first on the scene.

### **Actions**

1. Notify Reception who can then notify Estates/Site Supervisor/Site Warden.
2. Where confident and competent attempt to defuse the situation.
3. Record the following information:
  - Names of persons involved
  - Names of any witnesses
  - Location, time, student's course
  - Brief description of incident
  - Your name.
4. Notify the Head of Faculty(ies) and/or Programme Area Manager(s) and SMT.



## **GUIDANCE No. 3 NOTIFICATION OF NEXT OF KIN/PARENT/CARER**

### **Introduction**

The purpose of this guidance is to acknowledge the moral obligation to keep parents, carers, next of kin informed of any injury or traumatic shock which could seriously affect the health and well-being of the student. It is also necessary to contact the parent of a student under 18 if disciplinary action is being instigated and if relevant their spouse, school or care agency.

### **Actions**

The HOF has responsibility for contacting parent/carer/next of kin. They may choose to delegate responsibility to a middle manager where they feel this would be more supportive to the victim or the victim's family.

#### **Under 18s**

Unless there are contra-indications parents/carers/next of kin must be informed where there is sufficient cause for concern regarding the injury or traumatic shock.

#### **Over 18s**

The HOF will only contact the next of kin with the permission of the person concerned, unless the victim is incapable of giving informed consent.

## **GUIDANCE No. 4**

### **MONITORING UNAUTHORISED/SUSPICIOUS PERSONS**

#### **Introduction**

Any member of staff should feel able to offer help and advice to an unauthorised person on College property and direct them to Reception for further assistance. The purpose of this guidance is to detail the actions to be taken if a person is then seen to be acting suspiciously.

#### **Actions**

1. DO NOT approach the person, where possible remain a suitable distance (20+m) from them and try not to be noticed.
2. Notify Reception who can then notify the Estates Manager/Site Supervisor/Site Warden.
3. The Estates Manager/Site Supervisor/Site Warden should monitor the person from a distance and if THEY consider the person to be potentially dangerous then they should notify Reception to contact the police (see Guidance 1).
4. The Estates Manager/Site Supervisor/Site Warden should continue to observe the person until the Police arrive.
5. If possible the Estates Manager/Site Supervisor/Site Warden should try to write down a description of the person, including:
  - Distinguishing marks
  - Clothing worn
  - Colour of skin or hair
  - Approximate age
  - Height
6. The Estates Manager/Site Supervisor/Site Warden should report to the Police on their arrival.

## **GUIDANCE No. 5 SECURING SAFETY OF STUDENTS**

### **Introduction**

The purpose of this guidance is to detail the process to be followed in securing the safety of students within classrooms in the event of students being in danger.

### **Actions**

1. In the event of threat to the safety of students in classroom attempt to notify Reception. Make use of a mobile phone when available
2. Reception will notify Estates Manager/Site Supervisor/Site Warden by radio, that immediate physical presence at Reception is required.
3. If necessary, the Estates Manager will notify SMT with the following instructions:
  - Verbal report about security incident and action to be taken
  - Areas/rooms to visit to notify of incident.

# Initial Screening for Equality Impact Assessment (including Safeguarding)

To be completed prior to a Policy, Procedure being introduced/renewed.

## PART ONE: INITIAL SCREENING

<p><b>Name of policy/Plan/Procedure being assessed:</b> Behaviour/Incidents/Unacceptable Behaviour Policy</p> <p><b>Is this a new or existing policy/function?</b> Existing <input checked="" type="checkbox"/> New <input type="checkbox"/></p>	<p><b>Name of manager/group carrying out the assessment:</b> Gael Atherton</p>
<p><b>1. In which of the listed areas could the new/amended policy, plan or procedure have an impact?</b> These areas follow the College SES</p> <p>NB: This could be positive as well as negative. (please tick box)</p>	<p><input type="checkbox"/> Gender <input type="checkbox"/> Race and Ethnicity  <input type="checkbox"/> Disability <input type="checkbox"/> Sexual Orientation  <input type="checkbox"/> Age <input type="checkbox"/> Religion/belief  <input type="checkbox"/> Socio-Economic  <input type="checkbox"/> Pregnancy/Maternity  <input type="checkbox"/> Gender Reassignment  <input checked="" type="checkbox"/> None expected  <input type="checkbox"/> Marriage/Civil Partnership</p>
<p><b>2. What are the risks of introducing this change to any of the above groups?</b></p>	<p>None</p>
<p><b>3. What are the expected benefits of introducing this change to any of the above groups?</b></p>	<p>Clarity and fairness when dealing with disciplining students</p>
<p><b>4. Are there any areas or issues that could impact on the safety of staff or learners?</b></p>	<p>If applied inconsistently across the college but this is mitigated by sharing data and the involvement of the Deputy Principal</p>
<p><b>5. What evidence do you have for the listed areas.</b></p>	<p>None</p>
<p><b>6. Is this policy/plan/procedure deemed to have a of High, Medium or Low risk?</b></p>	<p>Low</p>
<p><b>7. Is there any further action to be taken as a result of completing this screening form?</b> <i>For example, a need to complete a full Equality Impact Assessment or to set the date of a review.</i></p>	<p><b>Is a full screening Impact Assessment required?</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> If yes, please move to complete Part 2 overleaf <b>Date of review: 3 years</b></p>
<p><b>Signed (completing Officer)</b>  Gael Atherton  <b>Job Title:</b> Vice Principal – Curriculum and Quality Standards</p>	<p><b>Date of completion of Impact Assessment:</b>  05.09.2016</p>

***This document should be securely stored with the relevant policy/procedure***