

UCU Whole College Behaviour Management: Final Report

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Acknowledgements

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Introduction

“I feel there is no consistency in management of behaviour problems and, despite acknowledging that behaviour/punctuality/attendance is a problem within the college there has been very little done to address underlying factors and to support staff involved with appropriate training. I am a special needs tutor and have done a lot of self-research and attended on-line training sessions but have never had the opportunity to pass any of this information on to other staff.”
(a UCU member interviewed as part of the Project)

- 1.1 This is the final report on the whole college behaviour management project. This was a project undertaken in 2011-2012 by UCU. It was funded by LSIS through their Flexibility and Innovation Fund. Dan Taubman, the UCU Senior National Education Official was project manager and David Parry, the project worker.
- 1.2 UCU would like to thank all the colleges who participated in the project by sending their existing behaviour management policies, and especially to the eight colleges visited by the project worker to interview a cross-section of staff and students. UCU would also like to thank the Association of Colleges (AoC) for their encouragement and support for the project and, in particular, for facilitating the collection of existing policies from FE colleges. UCU would like to acknowledge their contribution and thank the members of the Project Advisory Committee which advised, guided and acted as sounding board for the project throughout its work.

Context and rationale

- 1.3 UCU applied to LSIS for funding for the project in October 2010. There were a number of reasons why UCU made this application:
 - Over the last twenty years FE colleges have become increasingly concerned with achievement, attendance and retention of students. Behaviour and classroom management issues have become progressively more important for FE colleges and their staff, as both the student population in colleges changed, and pressures around both funding and quality which emphasized the need for behaviour management policies increased.
 - The majority of FE students, whether young people or adults, are not in compulsory education, but attend under a voluntary basis often linked to personal or business needs.
 - The increase in pre-16 courses being delivered on college sites and the raising of the participation age (RPA) from September 2013, suggest there will be an increase in students attending as part of compulsory education.
- 1.4 Traditional FE policies dealing with behaviour asked students displaying poor behaviour to behave or leave. In the case of students on day release from an

employer, the employer might be informed and asked to deal with the student.

- 1.5 However this traditional stance on behaviour management has had to change. The point at which UCU applied for resources for this project was at the end of a long period under New Labour governments when FE had grown both in terms of resources and in terms of students.
- 1.6 One of the areas that had changed considerably was the composition of the colleges' student bodies. There have been increases in, and changes to, who attends FE as a student. The numbers of adults in FE colleges has increased, at least in part, because the government's widening participation policies including the introduction of statutory entitlements for all adults without a first full level 2 qualification and those under 26 without a first level 3 qualification.
- 1.7 This has meant that there are increasing numbers of adult students in FE colleges who have not experienced being a student at college in the past. Some of these adults lead chaotic lives, which can lead to them having difficulties remaining engaged with the education process at FE. Their attendance and learning can be much disrupted due to increasing pressures from employment, unemployment and social difficulties. These pressures can also result in them displaying challenging behaviour.
- 1.8 In terms of policies for young people, learning in FE was, and is increasingly, seen as a solution for those young people who were and are becoming alienated and demotivated by academic school education. In 2005 the government introduced the Diploma as an alternative to the general education curricula and qualifications. The Diploma could only be delivered by partnerships of FE providers and schools. So whilst programmes for groups of students under 16 had been present in FE colleges for many years, much larger numbers of young people were and are spending some of their time in FE colleges.
- 1.9 The Wolf Report¹ on vocational education and training for young people in 2011 recommended that FE colleges enrol students from the age of 14 as full time FE students. At the end of 2012 the coalition Government agreed to continue to support this policy.
- 1.10 All these developments and others meant that there were increasing numbers of both young and adult students who were and are experiencing learning in FE colleges for the first time.
- 1.11 There also have been pressures from other aspects of FE policy. From 1993 and the introduction of a completely new FE funding methodology alongside the Incorporation of FE colleges, attendance and retention of students became more important. Elements of funding were tied to achievement for the first time. The actual payment profile of colleges was tied to student

¹ DfE Review of Vocational Education - The Wolf Report March 2011

numbers which were derived from three census points within the college year. This has led to colleges becoming much more conscious of and concerned with student attendance, retention and behaviour.

- 1.12 Over recent years there has also been an increase in the numbers of students who no longer attend college on a voluntary basis. One of the first examples of this was the education and training option of the New Deal for the unemployed that was introduced in 1997-8. This programme made participation in learning compulsory. For young people, the Education Maintenance Allowances (EMAs) were sometimes paid according to attendance and achievement, making college attendance compulsory.
- 1.13 From 2005 basic skills programmes were piloted with conditions on attendance for those unemployed considered to have literacy and numeracy skills below a specified standard. In 2011 a policy of Skills Conditionality was introduced. For those claiming Job Seekers Allowance, failure to attend assessment and/or the subsequent learning programme can lead to benefit sanctions. With the introduction of Universal Credit in April 2013, the incidence of similar conditions on claimants is likely to grow.
- 1.14 Within this overall context, behaviour issues in FE colleges are taking an ever higher profile. UCU members are increasingly expressing concern that they feel very isolated when dealing with students' behaviour issues, and that these behaviour issues can have a negative impact on teaching and learning.
- 1.15 The already diverse student population in colleges is becoming more varied. Students, both young people and adults, attending colleges are, on occasion, arriving with a wide range of personal problems and issues that can result in disruptive and challenging behaviour.
- 1.16 The project's starting hypothesis was that as far as UCU members were aware, there is a lack of whole college pro-active policies on behaviour. This has meant that there are inconsistent or incoherent responses to behaviour issues across a college, and staff are receiving little or no training in behaviour management, especially in relation to these new groups of students.
- 1.17 The schools sector has recognised behaviour management as the key issue in teaching and learning and school improvement for some time. There is a considerable body of experience, research and guidance pointing to the importance of training and whole school behaviour policies, which are consistently applied across everyone in the school community.
- 1.18 Such policies are aimed at promoting a positive learning environment, consistency and confidence among staff in dealing with behaviour issues, and providing a sense of responsibility among students for their behaviour and learning.
- 1.19 Whole school behaviour policies in schools are seen to be so important to pupil achievement that they have been required by law for some years, and

head-teachers and governors have had to take heed of statutory guidance on their development and implementation. Behaviour features very strongly in the new OFSTED Schools Inspection Framework.

- 1.20 Given the separation of FE colleges from local authorities with Incorporation of FE colleges in 1993, the extent to which these developments in the school sector had affected practice in colleges was usually small. Few if any colleges participated in local authority and school initiatives around behaviour management. Anecdotal information suggested that many existing college policies tended to be concerned with negative and disciplinary aspects of student behaviour only, and did not reflect the positive and pro-active approach suggested in the school experience.
- 1.21 Under the Learning and Skills Council's Increased Flexibility Programme in 2004, some excellent advice and guidance had been published², but there has been little material development in this area for FE.
- 1.22 Following a UCU survey on early career members of UCU³, behaviour and classroom management was identified by the respondents as being one of the main issues on which they wanted training. UCU did publish brief advice and guidance in relation to behaviour management for new staff, based largely on best practice models from schools. The authors of this advice noted however that staff would need training to implement good practice and that individual teacher strategies were most effective when reflected across the whole college, within the behaviour policies and implemented and owned by the whole community.
- 1.23 The whole college behaviour project was intended to address these needs and promote a whole college approach to pro-active behaviour management.
- 1.24 The project also had an equality dimension. Experience in schools has shown that improving standards of behaviour and raising retention and achievement levels is essentially an issue of equality. Students who behave badly do so for a variety of reasons including social, emotional and family problems, as well as unmet special needs. An overall school context in which expectations are low or ill defined, and in which behaviour is poorly managed, puts such students at a particular disadvantage.
- 1.25 There are similar issues within FE. Some young people and adults will have had repeated experience of failure, and may have established patterns of poor behaviour and attendance. Policies which enable colleges to build a positive, consistent and safe learning environment in which behaviour is well managed and in which individual needs are identified and addressed, will

² AoC – LECAN 2003/4 'Guidance for FE Colleges on Providing for Young Learners.'

³ UCU 2010. "Classroom management" in Early Careers: a UCU guide for new staff in further and higher education. London, UCU. pp 21-29

promote a more satisfying education experience for all students, including those for whom college may be a last chance at success in education.

1.26 The project's aims were placed within the context of long standing UCU policies on equality and inclusion.

Project Aims

- To promote the development of a whole-college approach to behaviour by proposing a model behaviour policy for colleges;
- To develop a model pro-active whole college behaviour policy;
- To create a training process that would enable colleges to develop policies reflecting to their own context. This would assist the introduction, ownership and implementation of effective policy under the leadership of college managers and involving the whole-college community;
- To disseminate the Final Project Report to the FE and Skills Sector;
- To disseminate the Final Project Report to UCU FE branches and members as a possible item for discussion and implementation within college collective bargaining.

Planned outcomes and outputs

1.27 The project application form set out the outcomes and outputs as follows:

- Analyse current behaviour policies and identify if there is a spectrum of behaviour policies used in colleges to give a better understanding of the current picture in colleges in regard to behaviour and associated policies;
- Better understanding of specific concerns of college managers and staff regarding behaviour;
- Identify what are UCU FE members perceptions, attitudes and strategies in relation to behaviour policies;
- Production and testing of a model whole-college behaviour policy to address such concerns;
- Visit 9 FE colleges selected to represent the diversity of FE colleges to test the validity of the draft model policy and receive views and perceptions on behaviour and behaviour management at the college;
- Identification of an appropriate training programme to support the introduction and implementation of a whole-college behaviour policy across an institution;
- Produce and disseminate a final project report.

Project Advisory Group

1.28 In the project application, it was stated that the project would have an

advisory group to assist in its work. The intention was that not only would this mean the project had a wide range of experts to advise, assist and guide the project through its work. It was hoped that this would also obtain support and ownership by a range of sector stakeholders. The application gave a list of organisations and people who it was hoped would join the Group. With one or two exceptions because of retirement all the organisations set out in the application did become members of the Advisory Group. So there were representatives of:

- FE colleges (from 2 of the colleges which were visited by the project worker in that phase of the work);
- The Association of Colleges;
- NUS;
- OFSTED;
- NIACE;
- LSIS;
- The FE Tutorial Managers' Network;
- The National Association of Managers of Student Services;
- Academia (the Institute of Education, University of London);
- Independent consultants with knowledge of FE and behaviour policy in FE colleges);

1.29 The Project Manager and Worker attended and serviced the Group. Administrative assistance for the Advisory Group and the overall Project was supplied by the UCU Policy Departmental Administrator. The Head of UCU Policy Department also attended the Group.

1.30 Due to a range of commitments held by the members of the advisory group, there were few that could attend each meeting. However, each meeting was well attended and generated some interesting avenues of investigation as well as helping to monitor progress. The insights and advice offered by Group members were invaluable and the Project would have not been as successful as it was without the Group's work and support.

Methodology

1.31 It was decided at the start of the project that the focus of the work would be behaviour in general, tertiary and specialist FE colleges. This is the part of the FE and Skills Sector in which UCU FE members work. Although responses were received from some members of 6th Form Colleges, they were not a significant part of the research as UCU does not have recognition rights in these institutions. Although UCU does have branches in adult and community learning services, they were not included in the survey. There tends to be few behaviour issues in most of this provision as the students

attend part time and because they want to. Where such services deliver programmes for the unemployed, the incidents of challenging behaviour may increase. NIACE have published an excellent guide to managing challenging behaviour in such provision.⁴ Prison education services were also excluded from the project as behaviour issues within the prison service can be of a very different nature to those in FE colleges. Similarly independent specialist colleges for those with learning difficulties and/or disabilities were not included in the project's scope. Independent work based learning providers were also excluded from the scope of the project. UCU has few members in these providers.

- 1.32 The project was designed so that there would be a discernible narrative running through the work with each element building to the final output of a model whole college behaviour policy.
- The picture of current policies and practices in colleges on behaviour management was illustrated, expanded and amplified by a survey of UCU members' perceptions of and attitudes to behaviour issues.
 - A literature review would establish if a theoretical base and framework for the project's work could be identified.
 - The initial draft policy would be tested and amplified by a series of visits to individual colleges to speak with a cross-section of staff and students.
 - From all of these components of the project's work and the resulting findings, a model whole college policy would be produced. The project's final task would be a pilot training course on the introduction and implementation of the proposed model policy.
- 1.33 The project manager and worker met regularly throughout the duration of the project to review and evaluate work undertaken and plan the next stages of the project. Regular reports of the project's progress were made to the Advisory Group.
- 1.34 One feature of the project's work through its various stages was to try to establish a policy that dealt with all students in a college. We believed, and this was borne out throughout the project, there would be a tendency to focus on poor behaviour and behaviour management policies on younger students. We sought throughout the project to include adult students' behaviour in the scope of the project and that the resultant model policy would cover the whole of a college students and staff.
- 1.35 A different and appropriate methodology was used for each of the distinctive elements of the Project's work:

⁴ NIACE (2012) Managing challenging behaviour within skills provision for unemployed adults; BIS

Literature review

- 1.36 Searches were made of the existing literature on behaviour policies and practices using searches on the Internet and University libraries and advice and suggestions from members of the Advisory Group to ascertain whether there was a theoretical basis for the project's work.

Survey and analysis of existing college policies

- 1.37 Following the appointment of the Project Worker, a number of visits were undertaken to colleges and local authorities where the Project Worker was able to meet with colleagues to develop a context for the research and generate contacts and test ideas.
- 1.38 A letter was sent to each FE College in England giving information on the Project, its aims and hoped for outcomes and to ask if the college was interested in further work with the project. The letter asked each college to send the Project Worker all relevant and appropriate policies.
- 1.39 The AoC very helpfully produced a covering note commending the project and stating that it had AoC support. This was invaluable and certainly helped to engender support for the project from the colleges.
- 1.40 From the policies received the project worker was able to create a typology of behaviour policies ranging from those that were concerned only with poor behaviour and sanctions to much fuller policies that tied in with other College policies. From the policies received he was also able to select the colleges who were prepared to be visited for more in-depth investigation of their policies and practices in relation to behaviour management.

UCU member survey

- 1.41 The results and findings of the project from the literature review and review and analysis of the policies sent to the project worker were amplified and expanded with the results from a survey of UCU FE college members. An online survey was designed using Survey Monkey. The questions were about the respondents' perceptions and attitudes to behaviour issues in their college and in their own classes. Some 4000 survey invitations were sent out to a random selection drawn from UCU members working in FE colleges. Over 400 completed survey forms were completed, giving a response rate of around 10%. This is a normal response rate for such surveys and gave a sample size large enough from which to be able to draw conclusions.

College visits

- 1.42 The colleges chosen for visits were selected from those colleges who, when we requested behaviour policies, indicated they were prepared to be involved further. These colleges were asked to provide a contact person with whom the project worker could liaise and to come up with a selection of college staff and, if possible, students who the project worker could interview.

- 1.43 The format of the meetings with college staff and students was varied. Each was allocated a day. In some visits there were a series of face-to-face, one-to-one meetings; sometimes there were group sessions with a variety of staff and students.
- 1.44 Overall the project worker considered that he had had contact with a wide range and variety of staff from senior managers, middle managers, main grade lecturers, support staff and students. In the event although 9 colleges were selected and contacted, it was only possible to arrange visits to 8 colleges.
- 1.45 The project worker conducted a semi-structured interview/conversation with the people he met which were subsequently written up. These visits were useful not only to see and hear what the colleges were undertaking in relation to behaviour policies, but also to give a flavour of the atmosphere and culture of the individual college. The results of the college visits had a major influence on the final model behaviour policy that the project puts forward.

Training course

- 1.46 The application to LSIS included running a training event in one of the colleges visited.
- 1.47 We felt that, for the project to fulfil its overall aims and to be useful to both FE colleges and their staff, there needed to be the experience of how a whole college behaviour policy could be introduced and implemented in a college, which would give ownership of the policy to management, staff and students.
- 1.48 Such training would also enable colleges to develop policies reflecting their own context.
- 1.49 The plan had been to hold the training event in one college. However during the course of the college visits, one college said that rather than having the training event in one college, it would be more useful for them to send staff to a central training event. Their participating staff could then return to the college and cascade the messages and implementation at in-house training events and activities within the college.
- 1.50 We thought this an excellent suggestion and decided to adopt this as a method of developing a training programme. We also felt that would add value to the project to bring people from the colleges together at a central training event.
- 1.51 We invited the contact staff at the sample colleges to send a small group of colleagues to the training event. We also invited the Advisory Committee members. We felt this approach would result in a great many suggestions and advice on introduction and implementation of behaviour policies in colleges.

Time line

1.52 The project was set to start at the beginning of 2011 and run through to the autumn of 2012. The key dates were to be:

- the selection and appointment of the project worker, set to be completed by the beginning of February 2011;
- The creation of the Project Advisory Group, to be completed by beginning of February 2011;
- The literature review to be completed by 1st April 2011;
- The request for and receipt of current college behaviour policies by 1st April 2011;
- Analysis of current college behaviour policies; completed by May 2011;
- Creation of UCU member survey on behaviour issues May 2011;
- Distribution and receipt of UCU member survey, analysis of findings; June-July 2011;
- Selection of colleges to be visited and agreement of colleges received September-October 2011;
- College visits October 2011 to January 2012;
- Analysis of findings from college visits January-February 2012;
- Draft model whole college behaviour policy, March 2012;
- Training event, April-May 2012;
- Writing final project report June-July 2012.

1.53 In the event this timetable slipped considerably. Most of the different components of the project's work took considerably longer to organise effectively than had been originally envisaged in the application. The selection and appointment of the project worker was not completed until the end of February. It took longer to collect and analyse current college policies than had been thought. The UCU member survey had to wait first for the relevant UCU staff to assist in the final Survey Monkey format, then for a suitable slot for it to be sent out to UCU members. The summer break in 2011 and the annual September enrolment, always a very busy time in colleges, and then difficulties in contacting the college liaison staff meant that the college visits did not begin until December 2011. These continued throughout January and into March 2012. The training event proved the most difficult part of the project to organise. An attempt was made in July 2012, but had to be abandoned when too few college staff and Advisory Group members were able to attend. In the event it was held in early October 2012. Overall we ended up being at least three months later than we anticipated and had planned.

Literature review

- 1.54 A literature review was undertaken at the start of the Project. It looked at a wide variety of sources for the underpinning rationale to support the development of an institution wide strategy, policy and procedure for encouraging a positive learning and working environment. This was to provide a theoretical base to the project's work. Our initial hypothesis was that there was actually not a great deal of literature on behaviour management in FE and that it was likely that what had been produced would focus on the behaviour of younger students. This proved to be correct.
- 1.55 There was however a great deal of research and writing on behaviour management in schools. The aim of the literature review then moved to see in what ways could the work on schools, be transferred to the FE situation. FE colleges are different than schools, often much larger, sometimes on a number of sites, with a much more diverse student body including both young people and adults, many of who study on a part time basis. Departmental culture especially in vocational areas where the culture and discipline may be the industry's rather than the college's culture, might also be different than in schools. The literature review did show that aspects of the work and research on schools' behaviour policies could be applied to colleges.
- 1.56 The literature on school behaviour management is extensive both in terms of academic and practical research and writing and in official publications such as policy White Papers and OFSTED Inspection Frameworks.
- 1.57 The Elton Report, *Discipline in Schools* (1989), stated that:
- Head teachers and teachers should, in consultation with governors, develop whole school behaviour policies which are clearly understood by pupils, parents and other school staff.
- 1.58 The need for whole institution policy development with the engagement of interested groups was also emphasized. This underpinning premise is repeatedly and wholeheartedly supported by many others in reports, guidance and literature on managing behaviour in education institutions including *The Steer Report* (2005) and the *DCSF* (2009).
- 1.59 When discussing a school's community, *Ross* (1996) suggested that the best results around behaviour management are based upon senior management considering the views and contributions of all interested parties, increasing commitment to and engagement in the end product. Also *Ayers* (1996) suggested that flexibility of approach in behaviour management was the key and that consistency of approach is achieved via an agreed range of actions providing a way forward for policy development for partnerships as well as individual organisations.
- 1.60 *Massey* (2011) reiterated the need for 'a coherent and consistently applied whole-school behaviour policy' as key to improving behaviour. This is not a

new revelation and has been accepted and applied in schools for many years.

- 1.61 This was supported later by Powell and Tod (2004) when reviewing theories of learning behaviour in schools. They suggested that training was required for both trainees and experienced teachers. They found that dealing with disruptive behaviour seems to be the main concern for teachers, implying that support and training should cover a wider perspective on managing behaviour. This would also result in managing students with a positive approach across an institution. Massey (2011) advocated both initial and on-going training for teachers, which would enable them to become effective classroom managers. This would be another key factor in developing a positive learning environment and managing disruptive behaviour. Massey also argued that without training, teachers are left vulnerable and lacking the tools they need to manage student behaviour positively and effectively.
- 1.62 All too often teachers and the media perceive behaviour management to be solely concerned with establishing control over disruptive pupils. With this perception, it is not surprising that trainees continue to report that they feel inadequately prepared, given that they cannot realistically anticipate and prepare for the entire range of pupil responses they will experience in the classroom. As a consequence, trainees and teachers continue to seek more and more strategies in the hope that they will be better able to cope with anticipated classroom disruption.
- 1.63 Interestingly despite regular and frequent press comment on deteriorating behaviour in schools, The DfE statistical report on Behaviour in schools showed that:
- as at December 2010; 94 per cent of primary schools were judged Good or Outstanding for standards of behaviour, 82 per cent of secondary schools, 92 per cent of special schools, and 85 per cent of pupil referral units were judged Good or Outstanding.
- 1.64 There was also a small increase in Good and Outstanding judgments for behaviour in secondary schools, from 76.2% under the previous Ofsted framework, to 81.6% under the new framework. Primary schools and special schools show little change and Pupil Referral Units (PRUs) show a similar increase in Good and Outstanding judgments.
- 1.65 The current official position on behaviour management derives from the Education Act 2006 which states:
- Every school must have a behaviour policy (which must include the school rules).
- 1.66 Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school. Section 88(2) of the EIA requires the governing body to make, and from time

to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils.

1.67 This is reinforced by the DfE website in April 2011 stating that:

1.68 Raising standards of behaviour in our schools is a key priority for the Coalition Government. Ministers want to restore teachers' authority in the classroom and are committed to making sure that they have clear and concise guidance to help them feel confident in exercising their authority.

1.69 The role of the Government is to give schools the powers they need to provide a safe and structured environment in which teachers can teach and children can learn.

1.70 The Government expects:

- all pupils to show respect and courtesy towards teachers and other staff and towards each other;
- parents to encourage their children to show that respect and support the school's authority to discipline its pupils;
- head teachers to help to create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school;
- governing bodies and head teachers to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation; and
- that every teacher will be good at managing and improving children's behaviour.

1.71 The Schools White Paper, *The Importance of Teaching* (2011), promises to

Restore the authority of teachers and head teachers, so that they can establish a culture of respect and safety, with zero tolerance of bullying, clear boundaries, good pastoral care and early intervention to address problems.

1.72 The current government view on behaviour is reinforced by the new OFSTED inspection framework for schools.

1.73 In describing the key features of the framework for school inspection from September 2012, OFSTED inspectors must report on the quality of education provided and must in particular; cover 4 aspects of the school, one of which is the behaviour and safety of the pupils in the school. In Sections 55 to 57 of the Framework headed, 'Behaviour and safety of pupils at the school', the additional criteria and judgments are spelt out in more details. So

The judgment takes account of a range of evidence about

behaviour and safety over an extended period. This evidence may contribute to inspectors' evaluation of how well the school promotes pupils' spiritual, moral, social and cultural development; inspectors will also consider the behaviour and safety of pupils attending on-site and off-site alternative provision', and inspectors will consider: pupils' attitudes to learning; pupils' behaviour around the school and in lessons, including the extent of low-level disruption, pupils' behaviour towards, and respect for other young people and adults, and their freedom from bullying, harassment, and discrimination; pupils' attendance and punctuality at school and in lessons and how well teachers manage the behaviour and expectations of pupils to ensure that all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity.

- 1.74 Inspectors will also consider 'the extent to which the school ensures the systematic and consistent management of behaviour' and 'whether pupils feel safe and their ability to assess and manage risk appropriately and to keep themselves safe and finally the extent to which leaders and managers have created a positive ethos in the school.'⁵
- 1.75 The new OFSTED Inspection Framework for FE colleges (September 2012) does not mention student behaviour in the same terms or with the same importance as the Schools Framework. When questioned by one of the authors of this report on this, OFSTED replied that judgments on student behaviour would be considered as part of the three main judgments to be made on FE providers: outcomes for learners, the quality of teaching, learning and assessment and the effectiveness of leadership and management. Even in the Handbook of Inspection⁶ only refers to Inspectors' access to the logs that record complaints, incidents of poor behaviour, racist incidents and incidents of bullying; and in the grade characteristics; and 'Equality and diversity are integrated fully into the learning experience. Staff manage learners' behaviour skilfully; they show great awareness of equality and diversity in teaching sessions' and 'Equality and diversity are promoted and learners' behaviour is managed well, although some work is still needed to integrate aspects of equality and diversity into learning fully.'
- 1.76 In terms of developing a whole-school approach to Behaviour Management to developing and implementing a Whole-School Behaviour Policy, Clarke and Murray(1996) argued that the management of behaviour can be planned in a similar way to the curriculum. The whole organisation approach requires a consistency of approach, similar to that advocated by FEDA. They use the 'Four Focus Model' of behaviour management:
- Recognising;

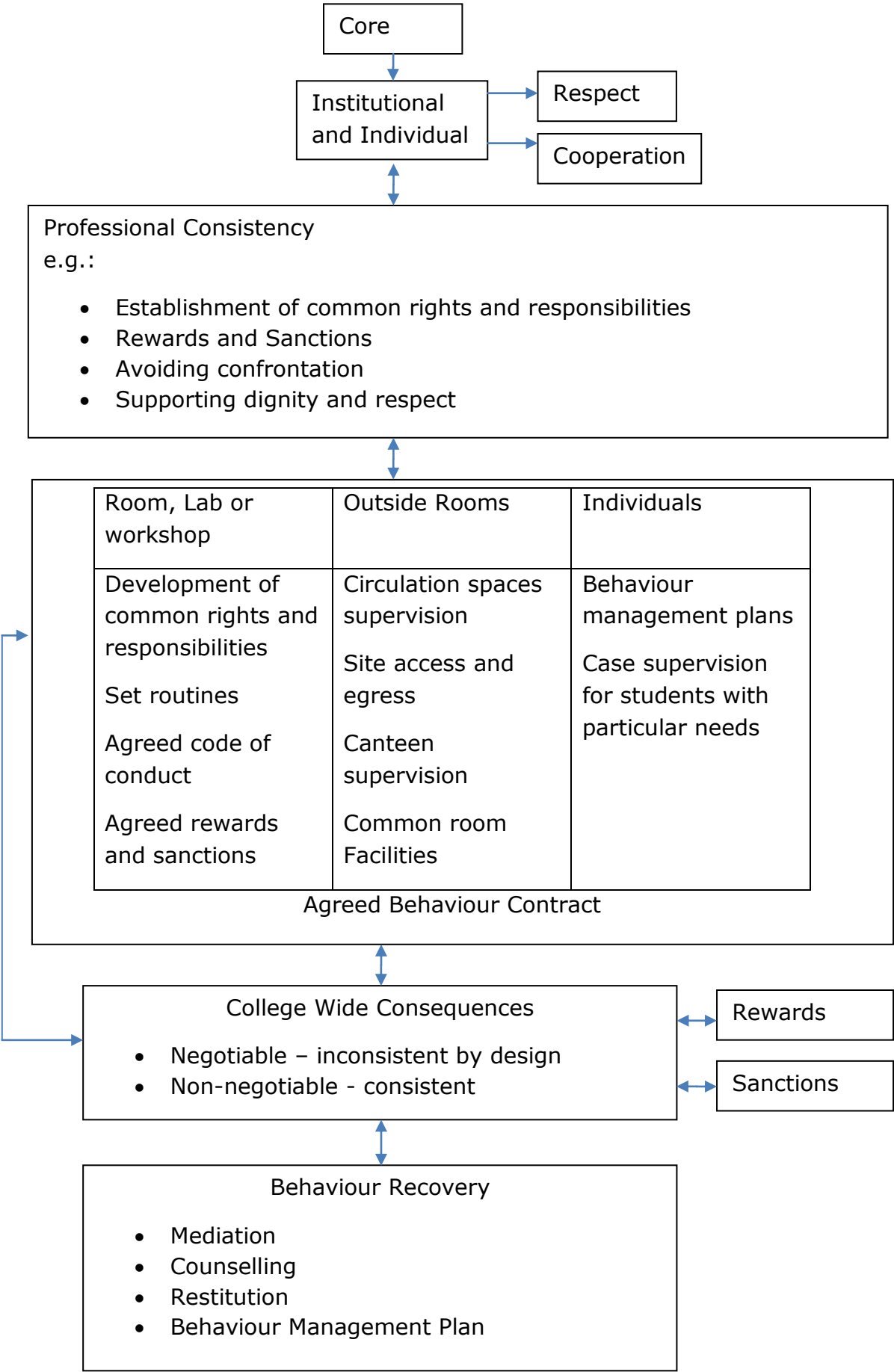
⁵ OFSTED 'The framework for school inspection' OFSTED January 2013

⁶ OFSTED 'Handbook for the Inspection of Further Education and Skills from Sept 2012' OFSTED Sept 2012

- Understanding;
- Preventing;
- Dealing with.

1.77 Rogers (2005) captured the whole process of developing a whole institutional framework for behaviour management for schools. This has been developed further here, to cover some of the FE considerations, whilst maintaining the relative simplicity of approach (see over):

Behaviour Management: A Framework (developed from Rogers)



- 1.78 Although the current DfE position on behaviour management is not set out for FE colleges to follow, much of what has been written on schools behaviour management can be transferable in broad terms to the FE and Skills Sector. Certainly the process of behaviour management policy development should be considered by FE colleges.
- 1.79 One of the few publications on behaviour management in FE is from FEDA Northern Ireland (1998) 'Ain't Misbehavin'. This set out a clear, interactive methodology for managing behaviour in FE in order that behaviour issues and needs were understood across the whole college; that an eventual whole-college response could be formulated and this could communicate issues and progress on behaviour management to staff at all levels in the college. The publication strongly argued that there should be no 'us and them' attitude to dealing with behaviour issues. It went on to illustrate the importance of top-down support and control and bottom-up implementation and accountability. It described the benefits of a college wide commitment to improving behaviour: greater learner engagement, better support for teachers and less management time spent in 'fire fighting'. Although it acknowledged that behaviour problems will not vanish, there needs to be agreed policies and procedures for dealing with them in a positive way.
- 1.80 Utting (1999) identified a range of promising practice indicators in which the role of a pastoral supporter is seen as a critical success factor and considerable strength in dealing with poor behaviour, or supporting good behaviour in the FE setting, particularly related to young people involved in the youth justice system.
- 1.81 Vizard (2007) concentrated on the development of structures and policies for colleges that have 14-19 students. However, the development of such policies for these students would set the standard for the rest of a college, as they will need to be applied consistently and across the whole college. He advocated a shared responsibility for managing behaviour between colleges and schools, especially where 14-16 year olds are involved, but also explained how the role of the teacher or tutor is crucial in establishing a positive learning environment. He argued that a successful positive behaviour policy that would have a number of strengths. It would be:
- Linked to partner organisation policies and schemes;
 - Evince a continuum of progress through 'feeder' organisations to the college and beyond;
 - Be developed with engagement from all interested parties;
 - Include a clear and measurable training programme for staff;
 - Be fair in the eyes of all concerned;
 - Have clearly published sanctions and rewards;
 - Be supported by all levels of management;

- Be consistent and coherent.
- 1.82 Vizard went on to work through the establishment of effective links with partner schools which in the current context of FE could be read as establishing links with all contributory partners – including faculties, departments or curriculum areas within a single institution. The areas he indicated are common across colleges:
- Developing collaborative working;
 - Developing effective induction and team building;
 - Logistics and planning;
 - Mutual understanding;
 - Interpreting data;
 - Individual Education Plans (IEPs);
 - Communication Channels;
 - Support for learning difficulties and/or disabilities (LDD);
 - Health and Safety;
 - Long term planning;
- 1.83 In terms of individual student behaviour, Vizard states that overcoming negative behaviour should be seen as a positive activity, and that the individual teacher should take responsibility for their own activities:
- It is important to try to emphasize the positive in a ratio of five praise statements to each negative statement. In time students will discover it is more likely they will gain attention through positive behaviour than negative behaviour.
- 1.84 He accompanies the theory of developing behaviour management techniques with a range of self-assessment tools and activities for staff to use to establish their own good practice. He argues that improvements in the behaviour of students can only come about through a concerted and consistent effort by all staff. He maintains that a consistency model should be developed, whereby a student tracked through a day, would be faced by the same message regarding behaviour from lecturer to lecturer.
- 1.85 Wallace (2010) stated that:
- As with most situations in teaching, there is no one correct solution. The important thing is that you are able to recognise, and to avoid, the wrong solutions – the ones which will undermine learner confidence or motivation; the ones which will make matters worse or place you, the teacher, in an impossible predicament.

1.86 The UCU in its Guide to new staff and members referred to in an earlier section of this report stressed the need for a positive approach to behaviour issues:

The core of classroom management is to try to establish a success-orientated environment for teaching and learning. The evidence from schools is that this works best when developed and consistently applied across the whole institution.

1.87 It also recognised a need for sanctions to manage disruptive behaviour, allowing teachers to teach and learners to learn, saying that any system of negative consequences should be an institutional development with commonly understood and shared aims and strategies.

1.88 Reference has been made to the project's concern to include adult learner behaviour in the scope of the project. Although not published until towards the end of the project's fieldwork, NIACE published an important contribution to the literature of behaviour management in FE during 2012. We believe that this publication is an excellent starting point for colleges considering developing a whole college policy and approach to behaviour management, and not just in relation to adult student behaviour. The publication starts with a definition of challenging behaviour and its impact:

Challenging behaviour can take many different forms within learning settings, ranging from relatively minor learner disaffection through to physical violence. Passive forms of challenging behaviour such as non-participation don't impact dramatically on other learners, but they can drastically lower the achievement of the learner involved. More active forms of challenging behaviour can be very disruptive for other learners. The most serious forms of challenging behaviour such as aggression or violence are assessed by learning providers as very serious risks.

As well as impacting learners, tutors can also be at risk physically or mentally through stress arising from specific incidents or ongoing disruption. The confidence of tutors, particularly at the beginning of their careers, can be badly shaken if they feel are not able to manage behaviour as well as they or others expected.⁷

1.89 The publication goes on to add to this by picking up from the LSDA publication 'What's your problem? Working with learners with challenging behaviour' (2007) and coming up with a range of behaviours that it describes as challenging. It summarised these as

- Inappropriate behaviour (all of the above types, except extreme passivity or non engagement in learning and intermittent patterns of attendance); or

⁷ NIACE [Managing challenging behaviour within skills provision for unemployed adults](#) Page 6 BIS 2012

- non-participative behaviour (extreme passivity or non-engagement in learning and intermittent patterns of attendance)⁸.
- 1.90 The publication lists common forms of inappropriate behaviour displayed by unemployed adults in skills provision, most of which would apply to inappropriate behaviour in FE College students of any age. It lists some of underlying causes of challenging behaviour in the particular college provision it is examining. Some are particular to that provision, but some of the causes can be read across to behaviour across a college.
- 1.91 The publication discusses the various behaviour change theories, describing each one and then their application to behaviour management in learning settings. In two tables it sets out the foundations for positive behaviour management and how these can be applied, in this case to provision for unemployed adults.⁹ We would argue that this could be the foundations of any model policy on behaviour management.
- 1.92 Considering the literature as a whole, there is certainly evidence to support the development of an institution wide strategy, policy and procedure for encouraging a positive learning and working environment which encompasses a behaviour policy.
- 1.93 All such policies must be developed with support from all stakeholders, and be followed by each individual within the institution. Staff training is essential, both for enforcing the policy, but also to ensure that staff value and see relevance in doing so.
- 1.94 Building upon existing strong partnership agreements and consortia arrangements would seem to be a good place to start development of this area of work, as there will already be elements of good practice and model policies and procedures in partner institutions.
- 1.95 With the emphasis being made upon commissioning and the variety of educational providers it is essential that a common ground is developed across providers to support the learner, but also to support the wellbeing of staff. Positive behaviour is something that can promote and support an environment where learning and teaching can take place and successful outcomes can be achieved by all participants.
- 1.96 The literature review raises a number of areas for further investigation and research:
- Are there coherent policies already in place for behaviour?;
 - How heavily involved are individual colleges in the 14-19 partnerships?;
 - How involved are the different stakeholders in developing the existing policies and procedures?;

⁸ NIACE op cit Page 12

⁹ NIACE op cit Pages 38-43

- What initial/on-going CPD have teachers/tutors had in classroom and behaviour management?;
- How can partners in a consortium access information from partner institutions and is this information in a common format?;
- Are all staff (including non-teaching staff) aware of their role in managing behaviour?;
- Are there clear predictions of student numbers in all institutions, catering for the raising of the age of learning participation?;
- Are the shared core values of the college, and if so, what are they?;
- What are the different aims of the various parties to any whole college behaviour management policy?;
- What are the preferred behaviour management practices?;
- What are the desired wider outcomes and consequences for the college?;
- Is there a common understanding of the above?

1.97 These are investigated further in the following section: Developing the Policy.

Developing the policy

1.98 In developing a college wide policy, the first stage should be to review and make clear the starting point.

1.99 'The end of law is, not to abolish and restrain, but to preserve and enlarge freedom' Locke in Wallace (2010).

1.100 The available literature and the experience in the sector evidence a wide variety of behaviour solutions, ranging from very simple 'rules' that are imposed upon a student, to a fully inclusive and cohesive positive behaviour culture. Wallace (2010) argues that it is impossible to discuss management of learner behaviour with trainee teachers and lecturers without bringing up the issue of rules. This is good starting point. However rules on their own will not provide the cohesive and consistent approach to managing behaviour that needs to be developed to provide a positive learning environment for all.

1.101 Clarke and Murray use a simple flowchart (RAFIE) to guide the development of change in an institution:

- Referral;
- Assessment;
- Formulation;
- Implementation;
- Evaluation.

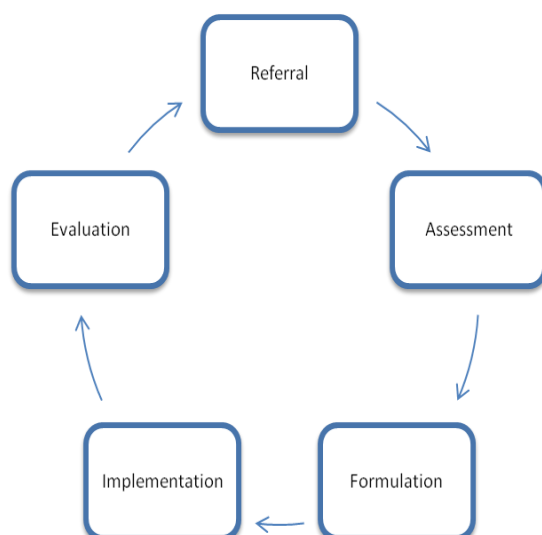
1.102 Clarke and Murray clearly identify what they feel should be contained in a

Behaviour Policy:

- General aims;
- Rights and responsibilities of all members of the community;
- Rules/code of conduct;
- Ways to encourage good behaviour;
- How to react to unacceptable behaviour;
- Descriptions of unacceptable behaviours;
- Links to other policies;
- Areas of special concern.

1.103 From these it is possible to develop criteria for assessing or reviewing existing materials.

1.104 A process for review:



1.105 As with all cyclical processes, an institution can embark upon the process at any point. This is also an on-going process, in that good practice indicates that the process never ends. Most colleges have a regular review cycle for their policies, some of which are stipulated by external guidance or legislation, some are decided internally. It is therefore essential to include in the process a timeline of review, in many institutions behaviour policies are reviewed on an annual or biennial basis.

1.106 Once the cycle has been agreed and initiated, an assessment scale should be used to set the starting point and a target to be achieved. Assessing should be measured against known and clear criteria.

1.107 In starting to develop a new or updated policy there are a number of questions that need to be addressed:

Does the existing policy:

- Have clear links to partner and stakeholder organisation policies and schemes?;
- Evince a continuum of progress through 'feeder' organisations where appropriate to the college and beyond?;
- Have clearly published sanctions and rewards?

Has the existing policy:

- Been developed with engagement from all interested parties?;
- Included a clear and measurable training programme for staff?

Is the existing policy:

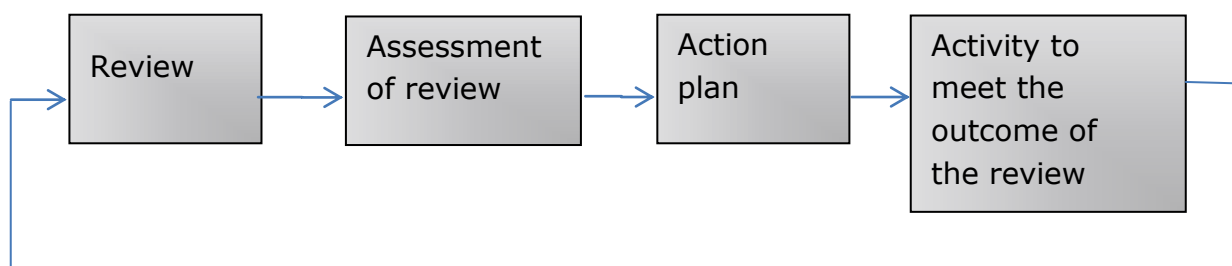
- Fair in the eyes of all concerned?;
- Supported by all levels of management?;
- Consistent and coherent?

1.108 The responses to these questions will provide a framework for improving the existing policy and from this an action plan can be drawn up to increase the validity and appropriateness of the policy and procedures.

1.109 Each question could be answered as a simple yes/no, but greater granulation can be achieved by including a rating or score – such as a scale of 1-5. This can help to prioritise areas for further work.

1.110 Process:

In developing an action plan an iterative process can be used:



1.111 In developing a set of college wide guidelines or a new policy, activity should include:

- Engagement of interested parties:
 - Student body;
 - Teaching staff;
 - Non-teaching staff;
 - Local community;
 - Employers;

- Progression route parties (HE, employers, Job Centre+).
- Review of existing materials;
- Setting up of working party or expert panel;
- Short term measurable tasks;
- Report to senior management with proposals;
- Incorporation of proposals to improve existing materials;
- New policy in place;
- Training for staff;
- Monitoring of response to and efficacy of policy change.

1.112 The infrastructure within the college will need to be developed alongside the policy to facilitate the support needed for staff and students to feel that the management provides a positive and safe environment for learning.

Initial analysis of current college behaviour policies

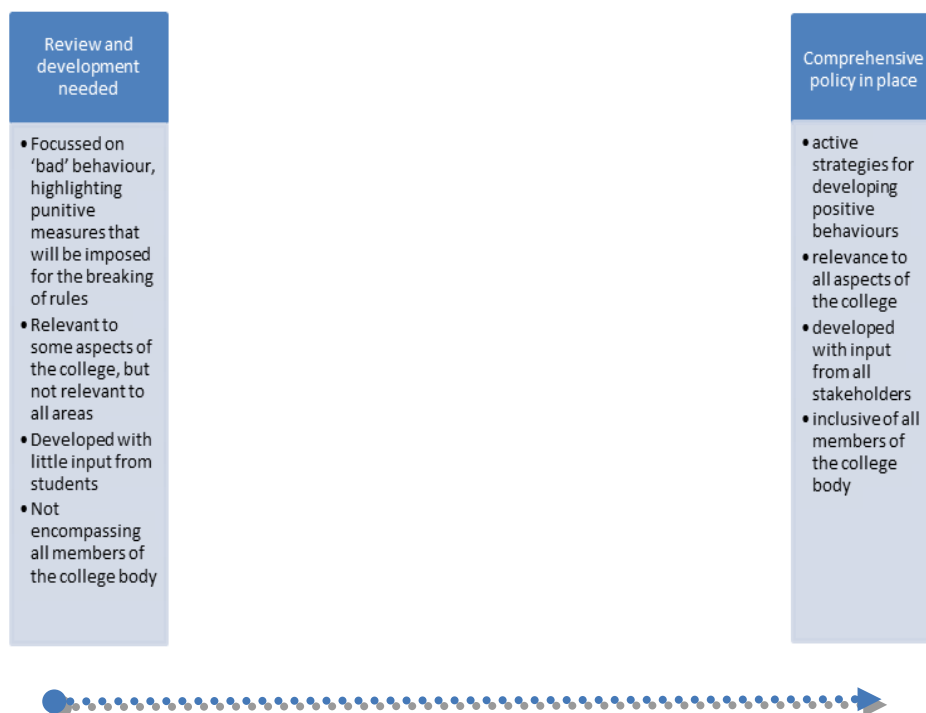
1.113 Over 70 colleges were asked to submit behaviour management policy documents. 30 organisations submitted documentation related to behaviour management of students. The chart below shows the types of organisations that submitted documentation.

Type of organisation	Number
Sixth form college	1
Adult Education	1
Further and higher education	2
Further education	1
Further, Higher and Adult education	20
School 11-16	2
School with sixth form	3
Total	30

1.114 A variety of documents were submitted including behaviour policies and charters; codes of conduct; disciplinary policies, charters and procedures; anti bullying policies. Of the documentation that was submitted, 13 organisations submitted a behaviour policy, 27 sent guidelines for student behaviour in some form and 9 provided separate disciplinary procedures

and/or policies.

1.115 This lead to a premise that the materials would fall upon a spectrum:



1.116 Other than schools, according to their websites, 17 organisations work with 14-16 year olds in some capacity from providing a wide range of accredited courses for this age group to offering Saturday and evening clubs. Of these, one organisation provided a separate behaviour policy for 14-16 year olds, four provided separate sections on managing behaviour of 14-16 year olds in their policies, two detailed staff members with specific responsibility for 14-16 year olds and another referred to policies and protocols for 14-16 year olds on courses that required work related learning. Documentation from other organisations also referenced this age group, including contacting schools in the event of behaviour that resulted in the need for discipline.

1.117 Over half provided separate advice on working with and managing behaviour of students under 18 and one considered adult safeguarding. Where students were under 18 (or 19 in some cases) main carers/key workers were involved in the disciplinary process. Other sanctions included contacting sponsors or employers for those on relevant courses or over 19.

1.118 Sanctions and disciplinary procedures were detailed in the documentation of 27 organisations, many of which provided clear procedural steps and responsibilities for staff and students. Of these, 12 organisations had separate documentation on disciplinary procedures. Twenty four organisations submitted a code of conduct and/or learner agreement for students either as separate documents or as part of another document, many of which were, at least partly, written in a positive way detailing what students should do rather than what they shouldn't. Positive behaviour was

promoted in varying degrees and ways within the documentation of 22 of the organisations. This ranged from some points in the Code of Conduct being written in a positive way to the whole policy being focused on the importance of recognising and rewarding achievement, actively managing behaviour in a positive way and emphasising the value of positive role modelling by staff members in supporting good working and learning habits from the outset. Many organisations cited the opportunity to involve parents, employees and other external agencies when managing behaviour.

- 1.119 The role of staff detailed in the documentation was wide-ranging. Many organisations outlined the roles and responsibilities of staff at different management levels in implementing the disciplinary process and sanctions. Two organisations outlined the responsibility of staff as well as students to behave appropriately. A need for a mutual respect between staff and student was acknowledged in one document, whilst another specified the importance of the right for staff to carry out their work effectively and safely and to act as positive role models for student behaviour. Many suggested that there was a need for staff support and involvement to effect a safe and secure learning environment for students. Some codes of conduct/learner agreements detailed what students could expect from the college and its staff. One organisation gave clear guidelines for staff on personal relationships at work and another supplied two separate disciplinary policies for staff. One organisation offered training on promoting and supporting positive behaviour whilst another was clear that staff should be involved in policy development.
- 1.120 Equality and diversity was referenced or implied in nearly all documents. (It should be noted here that Equality and Diversity policies were not requested so were not provided). As well as in other documents, where a code of conduct or expectations of behaviour was provided, organisations acknowledged that harassment, bullying and discrimination against a wide range of groups were unacceptable behaviour and a disciplinary matter. A number referenced their Equality and Diversity policy and one organisation reinforced the illegalities of discriminatory behaviour.
- 1.121 Four organisations had separate guidance on managing behaviour for students with disabilities and/or learning difficulties and two provided additional support from staff members with specific roles in this area. One organisation acknowledged that extenuating circumstances may affect behaviour. Three organisations suggested the use of support in addition to discipline and/or sanctions which included counselling, alternative education, enrichment activities access to mentoring and support via personal tutors. Many organisations allowed the student to have representation at the more serious stages of the disciplinary process.
- 1.122 Eighteen documents provided information about monitoring and review which, at a minimum included the date of the current policy and/or dates for review. In addition responsibility and distribution for the documentation were

included; monitoring schedules; version numbers and originators, authorisers and those with responsibility for the policy. Two gave examples of how the policy could be monitored and evaluated such as logs of incidents of poor behaviour; records of prizes given to both students and staff and student logs and records; student performance and attendance; staff response to training and use of appropriate strategies.

UCU member survey

- 1.123 The proposal in the application form was intended to find out what UCU FE members' perceptions of, attitudes and strategies were, on behaviour issues. We knew that behaviour and classroom management was a very important issue for them. A UCU survey for early career members in 2008 had identified that behaviour issues was one of the issues that members in both FE and HE were most concerned and wanted CPD provided to help them.
- 1.124 We also wanted to know if there were college policies on behaviour and what was the behaviour the members concerned to be poor and which good. We also wanted to know if they had been offered training and development in behaviour and classroom management.
- 1.125 Over 400 responses were received from UCU FE members. The full results of the survey can be obtained from the UCU Policy Department. The immediate use of the survey results was to be part of the mix of information that the Project collected and that was used to arrive at the draft of the model behaviour policy. The results have also been used to identify additional issues and questions around FE behaviour management. Some of these are in this final report.
- 1.126 41% of respondents classed themselves as vocational teachers. 41% taught academic subjects. 45% of respondents were men and 55% women. Interesting this is much the same as the percentages in FE colleges, but slightly more women responded than are present in UCU FE members. Perhaps this indicates that women UCU members are more motivated to respond to a survey on behaviour.
- 1.127 19% taught 14-16 year olds in college but the overwhelming majority taught 16-19s (88%), 19 to 25 year olds (72%), with 59% teaching adults over 30. 88% of teaching by the respondents took place in classrooms on 29% in workshops. Comparing these figures to how respondents classified themselves, one must assume that there was a lot of theoretical vocational teaching and learning.
- 1.128 One of the persistent complaints around link work with schools around under 16s was the lack of information on the in-coming students. This is confirmed by the results of this survey, with over 64% saying they had no prior information on their students.
- 1.129 We asked where the respondents believed they had responsibility for promoting a positive learning environment in their teaching area; just under

59% believed they had this responsibility; 30% felt they had a responsibility for the behaviour of a group of students in the college. Only 2.2% of respondents had a specific responsibility for behaviour in the college and only 5.5% had responsible for the development of positive behaviour across the college. This may well be an issue that the development of a whole college behaviour policy could address.

1.130 79% of respondents reported that their college did have a behaviour policy. However worryingly only just under 18% felt their college's policies were credible and coherent. 72% did believe that behaviour was a problem in their college. Unsurprisingly the vast majority of respondents felt that the age group causing the greatest behaviour problems was 16-18 year olds (72%). Over 18% felt that 14-16 year olds in college caused behaviour problems and just over 5% believed that adults over 19 were responsible for behaviour problems. When asked why, respondents gave a range of familiar reasons:

- Mainly the students excluded from education at 14 and then later come to us after the system has failed in order to gain a qualification.
- A combination of the age group and its developmental stage, the fact that many of our students have had one-to-one support in school to contain their behaviour and they come to college with this culture and no idea how to interact in a group.
- Both 14-16 and 16-19 present in my situation as I teach students that have either failed previously, have behavioural problems or have been excluded from school.
- These students do not see the difference between school and college. They continue to behave as if they are at school. They are also often some of the less academic students who clearly find it hard to behave as adults. It could also be because some of them do not really want to be at college but have no other option.

1.131 Vocational students were seen by a large majority, over 67% to be responsible for behaviour problems in the college. Interestingly over 5% considered their fellow teachers to be the problem. Some of the comments posted in the survey demonstrate the way that vocational students are perceived in terms of behaviour:

“They have been told at school that they are not academic and therefore should go into hospitality, construction, care or health and social care!! They then rebel when they find out it's not all hands on and they have to do a lot of theory. If their Maths and English skills are not well established, this turns into a nightmare situation”

There is a mismatch between life experiences of the students and staff and the expectations of staff when they enter the

disaffected, under-achieving youth end of education. Lack of support or adequate training in skills for managing emotionally damaged young students. Lack of suitable quality teaching resources: massive time pressure. Stressfulness of the low end teaching.

Learners who gravitate to areas such as construction and motor vehicles perhaps do less well in classroom setting -they don't see the needs for literacy and numeracy and behave badly in these classes

Vocational areas are not as tightly scheduled as academic areas, again facilitating students who are free of the tight disciplinary structures of schools for the first time

Staff are not trained or supported in how to handle these students, especially those with behavioural difficulties such as ADHD and frustration issues arising from their learning difficulties. There is no specific department or team responsible for this area so there is a culture of 'passing on the problem'.

- 1.132 The kind of behaviour that respondents perceived as being problematic were predictable, but none the less can be serious and build up an ethos where tackling behaviour is difficult and unending. The kind of poor behaviour identified was:

Calling out	50.0%	196
Low level disruption	66.8%	262
Arguing	44.1%	173
Fighting	19.9%	78
Bullying	21.4%	84
Inattention	59.9%	235
Attention seeking	64.5%	253
Distracting others	79.8%	313
Uncooperativeness	58.9%	231
Swearing	62.0%	243
Racial abuse	7.9%	31
Discriminative behaviour & abuse	17.3%	68
Lying	28.3%	111
Dangerous behaviour	14.0%	55
Litter	43.4%	170
Vandalism	16.3%	64
Smoking	14.8%	58
Drug taking	14.5%	57
Alcohol abuse	8.7%	34
Stealing	11.2%	44
Physical abuse	7.4%	29
Extortion	1.0%	4
Verbal abuse	35.7%	140
Absence	58.7%	230
Poor attendance	77.8%	305
Not undertaking assignments	52.8%	207
Handing in work late	57.4%	225
Other (please specify)	11.7%	46

- 1.133 Respondents saw the behaviour problems occurring mostly during lessons and at break and lunch times.
- 1.134 The forms of behaviour that respondents wanted to see as forms of good behaviour were politeness, co-operation, attentiveness, mutual support and compliance with rules.
- 1.135 The factors that contributed most to good behaviour were college and departmental policies, student aspirations, ambitions and expectations. The role of parents and carers was very important in relation to the behaviour of younger students, but understandably it declined as the students were older. This was replaced by socio-economic factors for the older age groups. Conversely it was the lack of college and departmental policies and where they were present, poor implementation which was felt to account most for poor behaviour. Again with the younger students parental and carer attitudes and behaviour were key factors. With older students socio economic factors were again important contributors to poor behaviour. Peer pressure seems to have contributed to poor behaviour among younger students but less so with older ones. Similar responses were given for both behaviour in relation to the college generally, and in respect of respondents' own teaching area.
- 1.136 When respondents were asked what were the strategies, policies and guidance most useful in promoting good behaviour, the responses were similar across the range of students with rules/code of conduct, behaviour policy, senior staff/management involvement, peer support/involvement, rewards for positive behaviour and recognition of achievement all recorded as being the most useful. Parent/carer support was seen as the most important factor in relation to young students.
- 1.137 We asked a series of questions about the kind of support respondents had received across the college and in their particular teaching area. In terms of college-wide support for dealing with poor behaviour, just 18% had received either formal training or informal support from specialist staff from within the college. However just over 36% had received no support at all in terms of dealing with poor behaviour. When asked about support within their teaching area just under 16% had received formal training, 10% had received support from college specialist staff and 26% had received informal support from these college staff. Alarmingly just short of 39% received no training at all on behaviour problems in their teaching area. When we asked more generally about training in behaviour management across the college, just under 40% had attended internal training, 20.5% external training and 39.5% had received no training at all. When we asked them about training in their teaching area, over 68% had received no training. We also asked whether respondents' initial teacher training had covered behaviour management: over 44% undertook teacher training where there behaviour management had not been touched. 31.8% had a 'little' training in behaviour management and 17.6% had received enough training to make them feel confident in handling behaviour issues. In view of the work taking place on

new FE teaching qualifications and the revocation of the 2007 Workforce Regulations, the issue of training around classroom and behaviour management should be discussed by the sector.

- 1.138 The following are a selection of the comments posted by respondents to the survey when asked if they had anything else they wanted to say about behaviour. They give a flavour of how UCU members perceive student behaviour and the lack of support they perceive from college management. They are by no means atypical:

My main concerns are with the selection process of students for the 14-16 groups. We are not told of any behavioural issues and how the schools decide what students to send to college on a course. Previous issues have indicated we have been sent students who are unsuitable for the college environment. We have to accept certain students that we think are unsuitable, even though some students fail the interview we are over ruled on this.

I would like to see more support from the heads of department, more involvement. Sometimes we feel that no one is listening when things get rough. I am used to teaching difficult learners I taught in Construction for over 4 years, but I sometimes feel that no matter what we try to do we cannot see it through. If we issue a warning notice the learners take no notice, if we put them on report they lose it. Sometimes if we have a learner who we know is having real problems with studying or just learning, we do not have the time to set aside to do more; and I want to do more.

I deliver Team Teach training at college and have had lots of concerns voiced by staff members regarding behaviour policy and their role.

Students are not always treated with respect - so they react accordingly. Spending all day in windowless classroom would affect anyone's behaviour!

I have found that the college policies regarding behaviour are not followed up. Staff have been threatened with physical violence and management was not minded to take any action. It was only the refusal to teach the student by the department that persuaded the management to take any action at all. You can have the best policies possible, however if they are not

followed and enforced they are pointless pieces of paper. This also results in staff feeling under-valued and completely unsupported and in some cases scared of losing their jobs should an incident occur.

I teach a vocational subject (Painting & Decorating), the majority of learners are not academic and have come through the school system with little or no qualifications, some are reluctant to continue studying, a few have behaviour problems and are disruptive from the start of the course. Management's view to this is will we be able to get a claim from them if we can we will keep them, if not then pass them on to a lesser course. However keeping this type of learner on the course can cause animosity within a group, and cause more learners to drop out of the course. I have received training in behaviour management; however this type of training was aimed at teachers who teach learners who are more academic whose bad behaviour consists of continual talking in a class or sending text messages, not the type of learner who continually uses foul vulgar language, is abusive towards other learners and refuses to do any work.

The college needs to nurture an environment where inappropriate behaviour is challenged and rectified.

Although policies do exist they are inconsistently adhered to by all staff and are implemented in a very ad hoc manner.

Students with disciplinary problems, have 3 stages of disciplinary to go through. In most cases students are kept on course so I feel is ineffective and sends the wrong message to those who misbehave.

It is low level behaviour problems that cause most of the problems. Teachers feel they have no sanctions and often feel unsupported by managers, who are unwilling to do anything other than put students on log - probably because of their own pressures.

There are an increasing number of students with mental health

problems coming onto the Access to Higher Education course but the College does not have any staff trained to identify or deal with these problems.

We have a college management behaviour committee which meets once per term. The only actual policy decision has been to expect staff to confront students who sit in corridors waiting for classes, supposedly on safety grounds (trip hazard). 'Ten Points of Behaviour Management' have also been produced. One huge problem, I feel, is 'one size fits all'. Teachers have different personalities. For example, one might rely heavily on wit or humour to defuse or encourage, while another may feel that a rule is a rule and must be applied. Policies and rules from on high may be counter-productive.

I think it is important to establish good ground rules for students AND staff at beginning of year. Although it can be time consuming stick to these rules as much as possible but offer support for those who find it hard to show appropriate behaviour. Always challenge poor behaviour where you see it whether the students (s) concerned are 'your' students or not.

I feel that some lecturers spend too much time trying to be 'buddies' with or are too concerned about being liked by their students and this can cause boundary issues. Students behave best when they know exactly what is expected of them and lecturers need to be consistent about what the boundaries are. Once established, any movement either side of the boundary should be a reward or a punishment.

Generally no problems with behaviour management on a big scale. Just the usual low level occasional inattention and not handing in work. A Level students generally well behaved.

Thanks for listening!!!

Conclusions from online survey of UCU members:

- There is a general feeling of lack of support for 'frontline' staff from management
- Students exhibiting poor behaviour are not dealt with, as it would mean loss of revenue if they were removed from the college

- A number of support systems have been cut due to funding, such as counselling and student support services
- Funding is linked to retention, so students are kept on role, even though their behaviour is poor, as the potential drop in numbers on a course reflects on the lecturing staff performance data
- Support is inconsistent for both staff and students
- Inconsistency of approach across the college leads to generally poorer behaviour
- The rigorous demands of teaching and the administration requirements detracts from the capacity to develop engaging programmes
- Lack of funding for resources and increased class sizes creates fewer opportunities for one to one support, meaning students feel less valued and more likely to develop poor behaviour
- Lateness and lack of punctuality are increasingly becoming a problem with students
- There is a lack of staff training and on-going programmes to develop staff capability to deal with behaviour issues

College Visits

1.139 The visits to 8 colleges were a very significant phase of the Project's work. It was in this phase that the model policy would be tested and if necessary amended, modified and expanded. This phase was also expected to provide information and interactions that would make the project's work come alive and ensure that its work and findings were directly connected to the lived experience of college staff and students.

College pen portraits

College 1 is a large urban college with a small number of residential students. The college received a 'Good' judgment from Ofsted in 2010. It has strong links with local agencies and schools, and has worked with the local grammar school to develop a cohesive set of policies.

There are clear policy differences between the residential and non residential aspects of behaviour management. There is a strong ethos of 'living in a large community', that is supported by clear policies on uniform and support, which is differentiated across the different faculties.

There is little evidence of a celebration or reward system for good behaviour; however this is seen as important in the 'entry to Employment' area.

College 2 is a small semi-rural FE college, offering vocational and non-A Level programmes only. There is a strong HE element in the college, whilst A Level provision is offered at a local sixth form college.

Although there are clear management systems in place for improving behaviour across the college, there is a discrepancy between the views of the management and the views of the staff and students, regarding the operation and effectiveness of the systems.

The behaviour management process is perceived as a negative system, concentrating on punishing poor behaviour, rather than rewarding good behaviour, by staff and students.

College 3 is large city centre FE College, which has been awarded 'Outstanding' by Ofsted. Retention is considered to be a priority at the college, so a great deal of effort is spent working with individuals to ensure that they can remain at college. Work continues with parents and carers beyond the age of 18, to try to provide stability and encouragement from within and without the college.

There is a college wide system of remarking on birthdays, with a distribution of cards and cakes. There is also a comprehensive reward system, including student of the month awards.

There is a concept of starting at college being a 'fresh start', so data from feeder institutions is not used to influence the preconceptions of staff or students, due to the patchy nature of previous data from such a wide group of feeder schools and agencies.

College 4 is a large city centre FE college, rated as 'Outstanding' by Ofsted, which prides itself on being inclusive and in providing a safe and supportive environment, to combat the deprivation and difficulties faced in the local area, by students and families.

As far as is possible the college operates as a place of work, with 'real life' resources in realistic environments.

There is a large team of support staff who are fully engaged in providing opportunities for the students to achieve their potential.

There is a comprehensive reward system, with policies being developed to move toward positive guidance rather than negative rules and punishments.

Issues raised by staff or students are discussed through the 'Learner Entitlement' programme.

College 5 is large successful urban FE College, offering vocational, A Level and extensive HE provision. There is a strong ethos of respect, but there are significant issues related to lateness and retention in some parts of the college.

The college has developed a consistent approach to behaviour across the college with a differentiated application.

There is a perception that the process of dealing with issues is too slow, and can be obscure, although both staff and students are covered by the same set of rules and consequences, with staff behaviour being used as a leading example of good practice for students to strive toward.

College 6 is small rural college, with over 400 residential students. The facilities are closely related to the practical aspects of study, and the campus is a self-contained facility, catering for the student and staff needs.

There is a strong and supportive ILP system in place with high expectations in work and behaviour set at the outset of the courses. Staff are held accountable for targets of students, to help to support the achievement and success of all students.

There is a very strong collegiate model of support, with all staff working together to support each other and the students. Staff are encouraged to 'take risks' with their teaching, to develop more engaging lessons.

Reward systems include industry wide national awards for achievement and there is an annual award ceremony which rewards success across the college, and includes staffs achievement.

College 7 is a very large urban FE college, with a significant rural catchment area. The college has extensive new facilities, covering a range of faculty areas.

There is a significant peer mentoring system in place for students, which has been developed as it was felt to be more supportive and less authoritarian, than the previous staff lead system. There is also a successful shadowing and coaching programme for staff.

There is a highly developed 'teachers' toolkit' which is available for staff to use to support their work, but it is not used consistently. There is also a staff 'inspiration' room, for staff to use to develop more engaging and interesting aspects to their courses.

The student reward system includes sending post cards to recognise success or achievement in any aspect of college life.

College 8 is an urban college, providing exceptional vocational and academic education and training. It was judged as 'Good' with some 'Outstanding' features by Ofsted.

The private security company, which is used on the college site, is central to managing behaviour across the college, dealing with all aspects of behaviour. Students feel comfortable with dealing with the uniformed security staff and both staff and students feel that this development is keeping any serious problems out of the college.

There is a highly developed intervention department, which has its own groups of students as well as servicing all faculties across the college.

There is a reward system which is used to address attendance issues, but no other areas, although staff did feel that, in time, it could be expanded.

1.140 Over the spring term 8 visits were carried out, the 9th college was unable to make arrangements in the time allocated, so was dropped off the list.

1.141 The interviews were structured through the use of a set of prompts, ensuring that similar evidence was collected regardless of those present:

- How is behaviour managed in your organisation?
- Who is responsible for developing and maintaining policy and practice for behaviour management?
- How is behaviour management policy and practice communicated?
- What documentation related to behaviour management is shared and used within the organisation?
- How people are kept up to date with changes in policy and practice?
- In what ways is behaviour management differentiated according to the needs of those involved?
- In what ways does policy and practice reflect and encourage a positive approach towards managing behaviour?
- How does behaviour management policy and practice support a positive and productive teaching and learning environment?
- How are staff training needs in this area met?

1.142 Notes from the interviews were recorded and written up using a common format, but were not attributed, so that a level of anonymity could be offered.

1.143 The interviews included UCU representatives, college management, tutors, support staff, student well-being staff, students and security staff.

Results from Interviews

- 1.144 The majority of colleges were able to give detailed accounts of their position for each prompt. There were a number of discrepancies when different groups of respondents were involved.
- 1.145 In one college the senior staff were adamant that there were no significant behaviour problems in the college, whereas the lecturing staff cited a small number of significant issues. Speaking to the students revealed that there were a number of instances where behaviour was a serious issue. This suggested that behaviour problems can be perceived differently, depending upon your role in the college. This is an area for the development of whole college behaviour management policy and its successful implementation. This will need a recognition and acknowledgement that there can be different perceptions. One of the outcomes of a policy would be to facilitate the articulation of these. From this would flow a set of agreed perceptions and judgments on behaviour issues which could become the basis for the development of the policy and its implementation.
- 1.146 When this interview was followed up, it became apparent that the senior staff were not aware of some of the issues that other sections of the college community dealt with on a daily basis. This meant there was a lack of knowledge of what was happening which would need to be resolved. This can be seen by some staff and students as a lack of understanding on the part of 'the management', which in turn leads to a lack of perceived support when issues do arise. In three colleges the time lag between reporting an incident and anything appearing to be done about it was described as a significant issue.
- 1.147 It is important that this feedback is included in any policy development.
- 1.148 The majority of the colleges had some form of pastoral system, which dealt with behaviour and support for students. The members of staff in these roles were seen by both staff and students as key. Their roles varied slightly across the colleges, but mainly focused on working with students to help them to cope with difficulty, as well as to monitor progress and deal with problems.
- 1.149 In one college the funding for this role was being significantly cut, and many of the student support staff were under threat of redundancy or had already applied for other roles or jobs elsewhere. Lecturers raised this is an area of concern, as they did not see the pastoral aspects of the role as being part of a lecturer's role. A second college had raised the status of the student support role and all tutors had to have a relevant qualification in counselling, preferably to degree level.
- 1.150 Funding such roles is a difficulty that arose in a number of the colleges, where the demarcation of roles has created a schism between the teaching and pastoral teams. There were a number of lecturing staff interviewed who

clearly did not feel that dealing with behaviour issues was part of their role, even though the poor behaviour of students was often cited by the same staff.

- 1.151 There seems to be an 'us and them' perception in some of the colleges, which is not helped by the lecturers passing responsibility to the student support staff when things don't go as planned.
- 1.152 One college identified that there was a common approach to dealing with behaviour across the college, but realised that some staff were more confident in dealing with behaviour than others, which, in reality, meant that there was not a common approach. This became a common area of weakness in policy enforcement, across both sanctions and rewards.
- 1.153 Staff and student induction was felt to be a key area for developing good practice in each of the colleges, but they also acknowledged potential difficulties in engaging with all staff and students, particularly those who were part-time. Students joining programmes late or swapping between programmes often failed to get adequate induction, and were also often the student with whom the college would face particular behavioural problems. Part-time, hourly paid lecturing staff were also a group that often did not access the full induction programme and also evinced a range of behaviour problems in their groups.
- 1.154 Where induction programmes were strong, they focused on more than merely the teaching and learning aspects of the college. They included rewards and sanctions, expectations of behaviour and a range of other enrichment activities.
- 1.155 Getting the right student onto the right course at the right level was seen as a critical success factor in avoiding future behaviour problems. The role of information, advice and guidance (IAG) was seen as crucial, but often cited as a problem area, as the majority of colleges do not have a direct input into all areas that provide students. They do tend to work with feeder schools, but a percentage of students arrive at enrolment without having had clear guidance. This also illustrates a lack of continuity of policy between institutions, which was identified as one of the factors in successful links between colleges and schools, highlighting the partnership working that is needed to ensure that each learner gets a positive and engaging experience. (Vizard 2007)
- 1.156 One area that did seem to be common across all colleges was the approach to Learning Difficulties and/or Disabilities (LDD) policies on behaviour. All colleges accepted that the behaviour of certain client groups may require different approaches. One particular identified group is those students within the SEN/D classification. Each college had put structures in place that allowed for staff and student discretion where the college rules are concerned for these students.

- 1.157 All bar one college had a rewards system in place, ranging from credits for good work, through to complex systems rewarding hard work, attendance, punctuality and a wide range of other practices. A number of colleges were able to describe systems for celebrating birthdays and special events, including birthday cakes and cards for both students and staff. However, the one college that had scrapped its reward programme cited the lack of 'buy-in' from the students.
- 1.158 As all the other colleges seem to have continued and strengthened their reward programmes it seems that the college that dropped it needs to investigate this again, as the other colleges were strongly in favour of their systems and clearly identified improvements to behaviour that they felt could be attached to the use of rewards.
- 1.159 There are systems in schools that are becoming popular, one such is Vivo Miles, this is a rewards platform for schools, allowing teachers to award students electronic points called "Vivos", redeemable on a wide selection of rewards from a customisable catalogue. This, and other similar programmes, may be a system that could be developed for use in colleges.
- 1.160 The use of modern technologies is having an impact in all areas of behaviour monitoring, many of the colleges use electronic ILPs to record rewards and sanctions, some also use onscreen reminders and pop-ups to bring aspects of policy to the attention of all students and staff. One college had the basic 'rules' of good behaviour printed on the identity badges that each student and staff member has to carry at all times.
- 1.161 One college had completely rewritten their behaviour policy and materials, and had tried to build a system that avoided sanctions, but concentrated on rewards. Their headline is 'we care'. Although they admitted that there is still a clear discipline and sanction process, they are trying hard to develop a positive approach to improve behaviour across all members of the college community. They are also developing 'centres of excellence' for behaviour, and encouraging staff to develop and share good practice. One area that this college had focused upon was the inclusion of parents, where possible, in supporting the student, regardless of the age of the student or programme they were following.
- 1.162 The role of parents and carers was considered important across all of the colleges, but some had evidence of better practice than others, and in some areas, such as A Level provision, parents were more closely involved than in the vocational centres.
- 1.163 As described in the literature review:
- 1.164 'Behaviour Management initiatives work when they reflect a whole institution approach. Initiatives, policies and strategies must reflect the concerns of the key players' LSDA Northern Ireland (2008)
- 1.165 Another college that had done a lot of work in this area had developed a

programme which they have named 'flying start' in which all staff and students start the course with high expectations of work as well as behaviour. This has been seen to engage both students and staff and it is felt that it has made a significant improvement in behaviour, although this cannot be verified yet.

- 1.166 One college commented upon a perception that had become apparent from some staff, that attending training on behaviour was possibly viewed as showing a potential weakness, which therefore led to staff not attending training or support sessions.
- 1.167 Three colleges had extensive training programmes for all staff, including security, catering and cleaning staff. This was seen as an important aspect of developing their practice across the whole college.
- 1.168 One college had distributed a text on behaviour to each member of staff, with some staff getting specific training. However many of the staff felt that this did not have any impact on classroom activity.
- 1.169 In a number of colleges individual departments had written their own handbooks, describing expectations in work and behaviour. Such initiatives need to be recognised across the college, staff and students should be encouraged to discuss them and they are to be implemented. This is to ensure that they do not contradict each other. This can be the beginning a process of having coherency and consistency which is identified in the literature review as key to improving behaviour.
- 1.170 Two of the colleges had residential students and had developed distinct differences in the ways behaviour was monitored and dealt with in the residential areas, as opposed to the teaching areas. This was to ensure that behaviour that would warrant a sanction in the residential area, such as smoking, did not become an issue in the teaching areas, which could lead to exclusion from the programme.
- 1.171 Four of the colleges had active student action groups, some led by the NUS, which were engaged in developing policy and practice in the college. One college described a very strong student to student mentoring programme which was felt by those involved to be less authoritarian than having a member of staff mentor a student, as the students had a reticence to being open and honest about some issues with a member of staff, whereas they felt that they could be more frank with a fellow student.
- 1.172 The majority of colleges were still struggling with developing policies that were not 'top down' but genuinely involved all parties in development. The use of student action groups, the NUS and other bodies were starting to have an impact in some of the colleges.
- 1.173 Conclusions from interviews:
 - Lack of consistency in approach creates potential problems in dealing with

behaviour problems

- Encouraging good behaviour seems more successful where all members of the college community work together to develop the framework within which the policy is developed
- The use of modern technologies is to be encouraged for recording and monitoring both good and poor behaviour and administering rewards and sanctions
- Reward systems appear to encourage good behaviour more effectively than sanctions
- Staff and student induction is an important area for setting ground rules, and should be available to all members of the college community, where individuals did not get access to induction there is a potential lack of consistency in approach and 'buy-in'
- There is a need for ongoing staff training in behaviour management, through CPD and face to face training, as well as through the use of online or paper based systems
- There needs to be timely feedback to students and staff when actions have been taken, both in terms of sanctions and rewards and all levels of management need to be aware of the outcomes

Model Whole College Behaviour Policy

1.174 In developing a model policy we have also proposed a strategy for implementation. We know only too well that a college can be overloaded with policies and documentation; therefore we have attempted to keep the material to a minimum.

1.175 From the research and working with colleges we have arrived at a format and list of content.

1.176 The model should be based on a positive perspective and it is strongly recommend that separate approaches and considerations should be made, with possibly separate policies for under 16s, or those on release from schools, although these must be consistent with and part of the whole policy.

1.177 Remember – 'One size does not fit all!'

1.178 There are a number of colleges that try to have a single format that covers all members of the college, but legally there are some significant differences, depending upon the age of the student. For example safeguarding – under 18s are covered by a different set of legal requirements for safeguarding.

1.179 There may also be differences in rewards and sanctions across the age ranges. For example the rewards for 16 year old students would be different to the rewards that would motivate a 20 year old or an adult. Sanctions would also fall into this, as sanctions for younger students would not be

appropriate for older students. For example keeping a student behind at the end of the day would have different effects depending upon the age of the student.

1.180 However, it is recommended that there is a single overarching policy, with clearly defined differences, where they are required.

1.181 The policy should include:

1. TITLE

This should be representative of the content: 'Positive Behaviour Policy'.

2. POLICY STATEMENT

This should be a positive statement commenting upon the types of behaviour that are required, rather than the behaviour that is to be discouraged.

It should include statements such as:

'we all agree that politeness should be encouraged amongst the whole college community'

'Attendance is the single most important factor in determining attainment, we believe that all members of the college community should strive for 100% attendance and punctuality'

These statements need to be developed by all so that they are agreed and owned by all of the sections of the wider college community.

3. PURPOSE

This needs to be age related, where differences are required.

14-16, 16-19, 19+

For example:

'The security of all members of the college community is essential, students over 16 are allowed off site during the day, but we believe that those students that are under 16 will be kept safer onsite, we have therefore arranged rooms and other areas for students to relax when not in class.'

4. SCOPE

This should define who is covered by the policy – is the college going to include the staff under the same rules and behaviours, such as 'no eating' areas?

This can also define where the college jurisdiction ends, such as defining a locale, or particular thoroughfares.

5. OBJECTIVE

This should relate to the college requirements, which will have been defined by the purpose and scope.

"The objective of the policy is to support staff and students in creating a positive

environment, in which learning can take place and all people in the college community can feel valued and appreciated.

The policy has a set of overarching concepts, but these have been refined with details relating to particular groups or individuals.”

6. POLICY DETAILS

This section should contain the detail.

Where possible, examples or case studies should be included to help staff and students to contextualize the information.

“Full time students and staff that have 100% attendance will be eligible to be included in the prize draw at the end of each term.

As a college we would like to encourage a healthy lifestyle and a positive approach to diet and health, therefore smoking, alcohol and controlled drugs are not permitted on college premises.”

7. ROLES AND RESPONSIBILITIES

This section should contain staff and student roles and responsibilities. It is important that all sections of the college community are represented here.

Many of the policies looked at in the research, had staff disciplinary responsibilities, and some mention of student voice, but little mention of the wider roles and responsibilities, such as the role of a pastoral tutor or the role of parents and carers.

8. MONITORING, EVALUATION AND REVIEW

A named member of staff is usually required, to ensure accountability, this person should be in a position whereby they can monitor the overall performance of the policy.

All policies have a review cycle, this needs to be recorded and meetings and processes need to be put in place to record the views of all sections of the college community.

9. DEFINITIONS AND ABBREVIATIONS AND CONTACT DETAILS

This is a support aspect for all concerned. Any acronyms should be defined, as should idiosyncratic aspects, such as the names of certain areas of the college.

10. ASSOCIATED DOCUMENTS

Links to other policies or documents, such as:

- Fee Charging and Remissions
- Sex Education
- Learning Difficulties and/or Disabilities
- Staff Pay

- Staff Appraisal
- Staff Discipline, Conduct and Grievance
- Data Protection
- Health and Safety
- Admissions/Enrolment
- Accessibility Plan
- Central Record and Recruitment
- Complaints
- Freedom of Information
- Equal Opportunities
- Safeguarding
- Home/College agreements

11. REFERENCES

Any reference material used should be recorded, so that future development work can access the resources.

Implementing the policy

1.182 In implementing the policy there needs to be a programme of review and implementation.

1.183 The first stage of this should be to define why this is being done:

1.184 The table below sets out the rationale for developing the behaviour programme for the college or institution.

1.185 At each point the prompt should lead to the lead being able to describe why the activity is being proposed.

Issue	Details	Rationale
Review of existing policies and materials	Setting up of working group Collation of all existing in-house materials Liaison with close partners to engage with their policies	
Assessment of review	Written report to the management board to define parameters for development	
Action Plan	Development of an implementation plan Defining roles and responsibilities Allocating resources and finance	
Activity	Development of the materials, including writing of any new policies Development of in-house training plan....	

1.186 The table below is designed to be a guide to structuring the new policy materials:

Policy ID no
POLICY TITLE
This policy is applicable to:

Managed by:	Responsible position:	Version:
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Contact person:	Approved by:	File number:
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Contact position:	Date approved:	Status:
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Contact number:	Next review date:	Security classification:
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REVISION RECORD

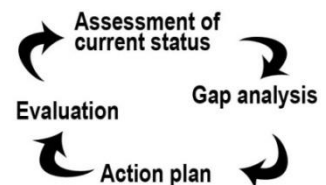
Date	Version	Revision description
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Section Titles:

1. TITLE
2. POLICY STATEMENT
3. PURPOSE
4. SCOPE
5. OBJECTIVE
6. POLICY DETAILS
7. ROLES AND RESPONSIBILITIES
8. MONITORING, EVALUATION AND REVIEW
9. DEFINITIONS AND ABBREVIATIONS AND CONTACT DETAILS
10. ASSOCIATED DOCUMENTS
11. REFERENCES

Implementation Planning

1.187 An implementation plan is a working document; it will be amended and refined over time as actions are successfully completed and new areas for development emerge.



1.188 Implementation plan need not conform to any particular format, but some general principles should hold, it should:

- be agreed and understood by all involved; implementation planning is a collaborative venture
- build on successes to identify actions for development
- provide a clear agenda, timetable and checklist for action.

1.189 A first step in implementation planning is to identify the priority areas and base immediate planning on them; critical areas may be relatively few. Other development areas can be worked on later.

1.190 The implementation planning is likely to be effective when:

- a small group of senior leaders is responsible for the implementation plan
- it draws on expertise from across the institution and on previous successes in implementation planning
- the plan is shared so that the implementation programme is clear to all those involved
- the plan is regularly reviewed to check progress and to amend the plan if necessary
- the plan is set out in a consistent and systematic way
- all proposed action is summarised on a timeline to ensure that commitments

across the period of the plan are manageable.

1.191 An effective implementation plan is one which, for each development area shows:

- the steps needed set out as objectives
- the actions to be taken to achieve each objective
- who is responsible for ensuring that the actions are taken and who will be involved
- timescales and deadline for achieving particular targets
- any resources needed, including professional development support
- how the institution will monitor progress
- outcomes, set out as success measures.

1.192 Robust and successful planning plays a crucial part in the achievement of objectives. Institutions should have evaluation approaches in place to test how successful implementation is; this is the essence of quality assurance.

1.193 Despite best intentions and strong planning, implementation will not always run to plan. Alongside their implementation planning, institutions should consider the risks that something will go wrong and determine the actions they will take to minimise them.

1.194 **Appendix 1** sets out a format for an implementation plan which might be helpful. It is not prescribed. Institutions may wish to use it as a basis for their own plan, or it may serve to suggest changes that might be made to a format which is already in use. The detailed plan for each development area will be set out as a separate page. **Appendix 3** shows an example review form.

The Training event

1.195 We had recognised from the inception of the project, that successful development and then introduction and implementation of the model behaviour policy would require training. We have explained in the section on Methodology how the original intention to undertake the training event in one college was changed to the training event being for staff from the colleges visited, members of the Advisory Group and some other interested individuals from other organisations such as NUT.

1.196 The training activity was tested with a range of college representatives through informal trials and discussions and amended following their input.

1.197 The event was planned as a day, with those attending also being asked to be observers, in that they were being trained, but the training materials were also being trialled. The comments raised by the delegates were then used to further develop the materials, so that they could be used more successfully

in future events.

1.198 Issues raised by the attendees at the training included:

- Consistency in approach, including values
- Targets should be clear – not woolly
- Values of community, dual professionalism, professional codes should be included
- Procedures for 'off-site' learning should be included
- Development as a circular process – review and feedback need to be included
- It is important that learning is closely linked to behaviour
- Implementation planning – for some the form was new, for others it was 'old hat'
- More creative ways of developing good practice
- Avoid policy overload.

1.199 The following plan (Appendix 1) and associated training materials were then devised to enable college staff to engage in the process of reviewing existing policy materials or developing a new behaviour policy.

1.200 The headings below are supported with a detailed PowerPoint presentation (Appendix 3), with associated delivery notes which is available from the UCU contacts.

1.201 Those staff that attended the training event felt that the materials would be able to be used in a college setting, where a trainer could work with groups of staff to ensure that a common message was developed.

1.202 Ideally the training should be carried out by a trainer or member of staff that has been involved with the project over the past two years so that the rationale can be explained, thereby giving a solid foundation to the training itself.

Dissemination

1.203 This report is the final report of the project. The Project application stated that the final model policy would be disseminated to UCU FE branches and members, and to sector stakeholders. UCU will be:

- Sending this report to all UCU FE branches with a request for them to raise with their managements with a view to the college adopting and adapting the model policy to their circumstances (assuming the college didn't have proactive whole college policies already)
- Sending the report to each college that was visited by the project worker
- Each college that sent the project their behaviour policies will be sent this

final report

- UCU will explore the possibility of holding a seminar/conference of behaviour management with other Sector stakeholders such as AoC, OFSTED, NIACE, NUS, the other FE unions, the National Association of Student Services Managers and the Tutorial Managers Network
- UCU did explore the possibility of running a workshop on the work of the Project at AoC annual event in November 2012, and did apply to hold such a workshop. This application was unsuccessful
- UCU will accept invitations to speak about the work of the project

Project Outcomes

- A model whole college behaviour policy;
- Processes for developing this and its introduction and implementation;
- Examples of excellent and innovative practices in behaviour management;
- UCU is discussing with City and Guilds the possibility of using the work of the Project in a CPD module;
- One of the original intentions of the Project, was that its findings and the subsequent training pilot could be added to LSIS's portfolio of services and training available to FE and Skills providers. Unfortunately as this final report was being written, news came that BIS's funding for LSIS would cease in the summer of 2013. It is unclear if the services and training that LSIS had offered is to continue in a different form and through different routes. UCU will be exploring with the AoC and the emerging FE Guild if and how the results of the project can be picked up by them in partnership with UCU.

Conclusions

- A gap has been identified in some possibly many college policies on behaviour management;
- There is a spectrum of behaviour policies;
- Behaviour is an issue that is not going to go away and may well grow, with the potential for the emergence of different behaviour issues with different groups of students.
- There is body of research on behaviour management. Although most of this is on behaviour management in schools. However a great deal of this could be transferable to the FE sector if it were contextualised;
- The FE sector needs to develop its own behaviour management policies and strategies;
- The Sector needs to learn from colleges who have developed whole college proactive behaviour policies and their practices disseminated;

- A clear written, policy or set of policies on behaviour management. This would be commonly owned by all staff and students;
- Whilst the policy is written, both the policy itself and certainly its introduction and implementation must also be seen as continuing processes;
- Behaviour policies must be developed from the bottom up. But they require senior management commitment;
- Successful introduction and implementation of the behaviour policy need to be planned so that there are clear and agreed outcomes.

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Appendix 1: Example implementation plan format

Development area 1: [e.g. development of arrangements for seeking and acting on learners' views]						
Priority:						
Step objectives	Actions	Responsibility and involvement	Timescale	Resources, inc support	Monitoring	Outcomes

Appendix 2: Example review form

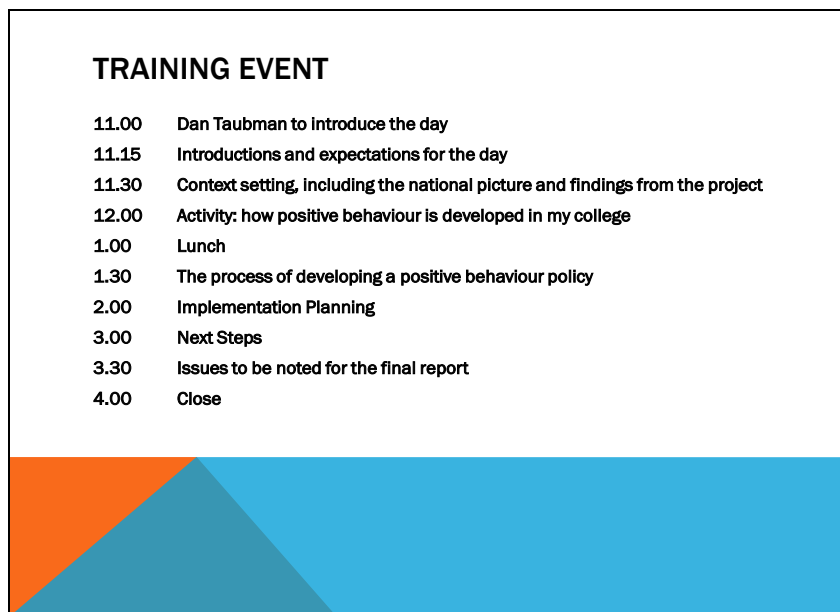
Summary of progress with implementation plan												
Development area	Progress at end of:											
	December 2012:			March 2013:			June 2013:			August 2013:		
[Description of development area from implementation plan]	Complete	On track	delayed	Complete	On track	Delayed	Complete	On track	Delayed	Complete	On track	Delayed
	Main outcomes:			Main outcomes:			Main outcomes:			Main outcomes:		
	Complete	On track	Delayed	Complete	On track	Delayed	Complete	On track	Delayed	Complete	On track	Delayed
	Main outcomes:			Main outcomes:			Main outcomes:			Main outcomes:		
	Complete	On track	Delayed	Complete	On track	Delayed	Complete	On track	Delayed	Complete	On track	Delayed
	Main outcomes:			Main outcomes:			Main outcomes:			Main outcomes:		

Appendix 3 Training Event Presentation

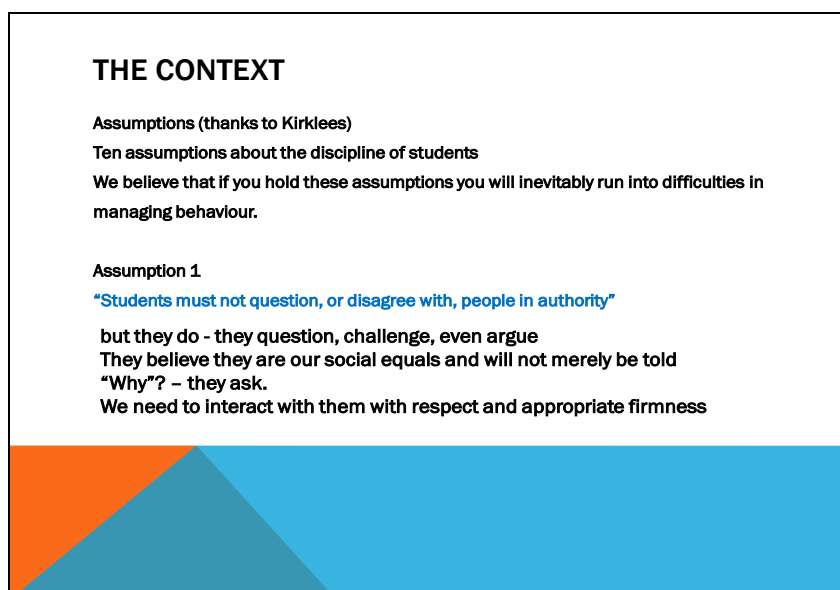
Slide 1



Slide 2




Slide 3



Slide 4

Assumption 2
"Students must be in a position subordinate to members of staff"
"We have to show them who is boss"
Students still want leaders but democratic ones who will treat them respectfully, even assertively, but with humanity.
Whether we like it or not, we are their models


Assumption 3
"A student and his behaviour are the same"
We need to address the behaviour rather than attacking the person
"your behaviour is just not acceptable. This is what I need you to do.....thanks"
Expect compliance, give take-up time



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Assumption 4
"Punishment, fear, guilt, blame and criticism are effective methods of behaviour management"
True - but.....at what cost?
Bullying, fear and put-downs may satisfy the punisher but how do they promote self-discipline in students?


Assumption 5
"Students learn more from what an adult says than from what that person does"
Wrong!
"Don't you raise your voice to me"
"Smoking's very bad for you. I wish I'd never started"
"Don't hit your sister"



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Assumption 6
"Members of staff can control their students, can make them do as they are told. In fact, they must do as they are told."
We cannot make any student do anything.
Effective managers lead by example, model, show active respect, lead, guide, remind, encourage, make rules with and for students, promote self-control.

Assumption 7
"We must make them suffer"
We can still discipline without making suffering essential.
Rights
Responsibilities
Choice
Consequences of that choice
Sanctions must be appropriate to the offence




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Assumption 8
"Praise spoils the student"

So I'll just yell, nag, blame and whinge
"Why should I praise them when they should do it anyway?"
How do you respond to positive feedback from colleagues or line-managers?
It doesn't cost much!

Assumption 9
"Students must automatically respect members of staff"


in 2009, they don't but...
they don't automatically respect Head Teachers, police, doctors, nurses,
dentists, lawyers either.
Whether we like it or not, we have to earn their respect



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Assumption 10
"Students must earn the respect of members of staff"

Wrong!
"We're not paid to like them, we're paid to respect them" - Bill Rogers
We need to respect, by our actions, students who may (by not being polite,
clean or nice) not "deserve it"
How do we do it?
Use first names - if possible
address the behaviour
do not crowd personal space
ask rather than demand - give choices
treat the student with active courtesy and good humour
don't hold grudges
start afresh - every day is a new day!




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ACTIVITY – HOW IS POSITIVE BEHAVIOUR DEVELOPED IN MY COLLEGE

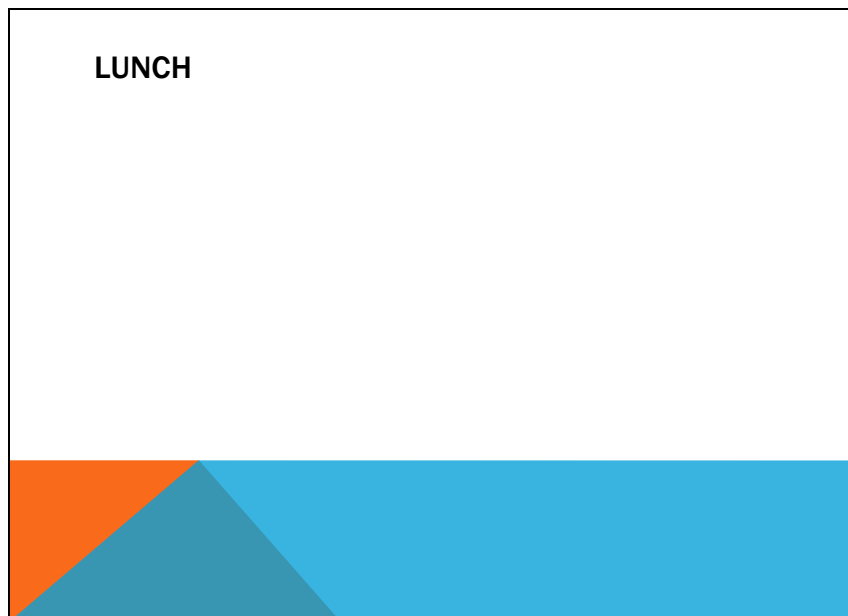
- Discussion based activity, in small groups.
 - A scribe should be designated to record the salient parts of the discussion
 - The scribe from each pair should report back to the whole group

Points to consider:

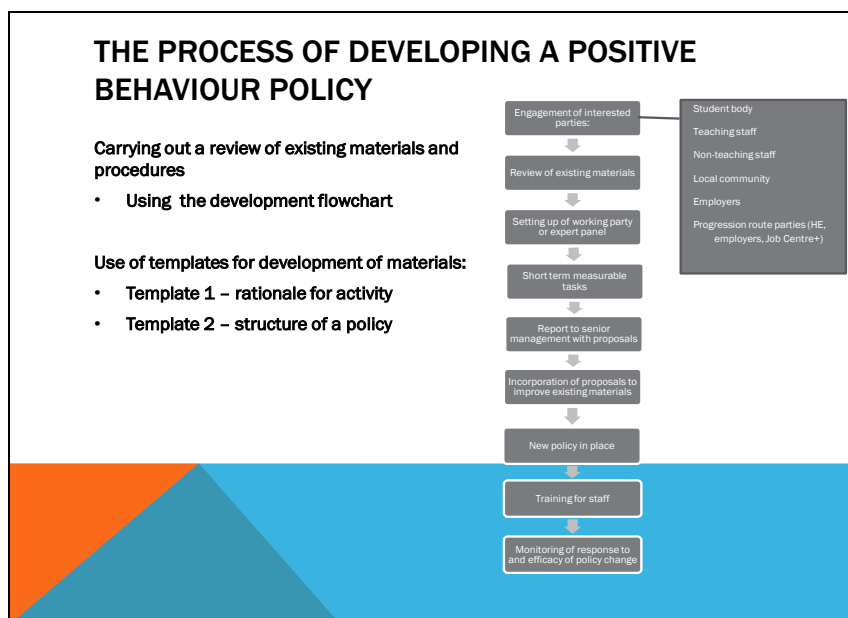
- How is behaviour managed in your organisation?
- Who is responsible for developing and maintaining policy and practice for behaviour management?
- How is behaviour management policy and practice communicated?
- What documentation related to behaviour management is shared and used within the organisation
- How are people kept up to date with changes in policy and practice?
- In what ways is behaviour management differentiated according to the needs of those involved?
- In what ways does policy and practice reflect and encourage a positive approach towards managing behaviour?
- How does behaviour management policy and practice support a positive and productive teaching and learning environment?
- How are staff training needs in this area met?



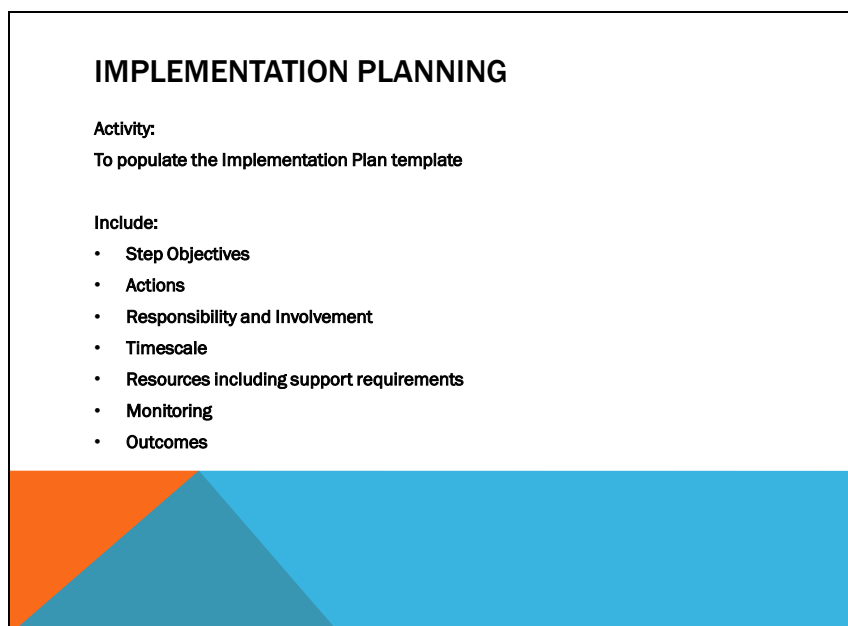
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Slide 12




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NEXT STEPS

Putting a review in place
Use of Example Review Form

[Description of development area from implementation plan]	Complete	On track	delayed	Complete	On track	Delayed	Complete	On track	Delayed	Complete	On track	Delayed
	Main outcomes:			Main outcomes:			Main outcomes:			Main outcomes:		



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ISSUES FOR THE FINAL REPORT



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