VOYAGE LEARNING CAMPUS

Voyage Learning Campus

STATEMENT OF BEHAVIOUR PRINCIPLES

This policy has been adopted by the Management Committee on:	
Date adopted:	01.05.19
Signed:	
Next review due:	May 2021

Voyage Learning Campus
Statement of Behaviour Principles

1.0   introduction

1.1   The Voyage Learning Campus and its Management Committee are committed to promoting respect, fairness and social inclusion and these are the principles underlying our behaviour policy. We will comply with equalities legislation and the duty to promote the well-being of students.

1.2   Therefore we are committed to improving outcomes for all students and eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of students and good relations across the whole campus community.

1.3   Vulnerable students- such as those with special educational needs, physical or mental health needs, migrant and refugee students and looked after students receive behavioural support according to their need.

1.4   Students referred to our campus have in many cases experienced particular difficulties with behaviour and may have been permanently excluded from school. Other students are referred on health grounds and may have missed periods of education. We will seek to ensure our behaviour policy supports and allows our students to thrive.

1.5   The policy will be applied with consistency and fairness. The emphasis will be on encouraging positive behaviour through a rewards system and positive management in lessons to minimise the incidences of disruptive behaviour.

1.6   The application of sanctions will be graduated and appropriate to the level of poor behaviour.

1.7   All students can expect sanctions to be applied firmly and fairly.

1.8   The VLC rewards system will promote and celebrate good behaviour.

1.9   The VLC will work in local partnerships with all schools and other Alternative Education providers across the Local Authority assisted by the Local Authority, external agencies and beyond.

1.10   The Management Committee will monitor, evaluate and review the behaviour policy bi-annually.

2.0   Individual Student Needs

2.1   Students with special educational needs, disabilities or those at risk may need staff to take account of their individual needs and circumstances when applying the campus behaviour policy.

2.2   Students defined at risk could include minority and ethnic faith groups; travellers, asylum seekers and refugees; students who need support to learn English as an

additional language; looked after children; sick children; young carers; children from families in difficult circumstances; pregnant school girls and teenage mothers; and any other students at risk of disaffection and exclusion.

2.3   The VLC will avoid discriminating against the above groups in the application of the behaviour policy.

2.4   The VLC will monitor and assess the impact of the behaviour policy on students, staff and parents of the above groups.

2.5   The VLC will, to the best of its ability, ensure staff are well informed about cultural differences in behaviour and their implications.

2.6   The VLC will take appropriate account of cultural and /or religious needs when developing or reviewing rules related to school uniform and appearance.

2.7   The campus will make reasonable adjustments in the application of the behaviour policy in respect of disabled students.

2.8   The VLC will take account of all students' individual Special Educational Needs when applying a graduated response to ensure any sanctions are proportionate, whilst maintaining a safe and high expectation environment.

2.9   The VLC will be alert to the potentially disproportionate impact of the campus's disciplinary framework on vulnerable students.

2.10   Vulnerable students will be identified on the special needs register which will note strategies and procedures to help behaviour management for the individual student.

2.11   The academic mentors of vulnerable students will be carefully selected and they will act as a reference and referral point for all staff dealing with the student.