

Learner Relationship Management Policy

Scope and Purpose of Policy

The purpose of this policy is:

- To provide a fair and consistent framework where positive behaviour is encouraged and recognised and in which disciplinary issues can be resolved within a supportive environment.
- Encourage a whole College approach to issues relating to behaviour management and the promotion of positive working relationships between all staff and students.
- Provide clarity regarding behaviours expected of learners and staff.
- Determine the principles which will apply in the event of a learner of the College being considered to behave in an unacceptable manner or, if they fail to sustain a satisfactory academic record.
- Give guidance and support to all staff when dealing with issues relating to behaviour management or poor academic progress.

This policy applies to all behaviour management issues arising in respect of the behaviour of current learners of the College whilst within the College and/or whilst engaged in College related learning or other activities. This policy also applies when learners fail to sustain a satisfactory academic record. The policy may also apply to learner behaviour off premises and in learners' own time where the reputation of the College is compromised.

It is acknowledged though that sometimes learners with additional learning needs or disabilities may display behaviour which would normally result in disciplinary action, but that it may be more useful to deal with these matters outside these procedures. Also in certain circumstances the Fit to Study Policy may be more appropriate to apply.

This policy applies to all learners without exception; the College's cohort of learners includes school age children between the ages of 14 to 16 years old, mature adult learners, work-based learners, FE funded and fee paying learners.

Policy Statements

This Policy is underpinned by several key principles:

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In implementing this policy the College recognises that all staff and all learners have basic rights and responsibilities as follows:

Rights

- a) The right to feel safe within the College environment and at all times whilst involved in College related learning activities.
- b) The right to learn within an environment where others demonstrate positive and appropriate behaviour.
- c) The right to be treated with respect by staff, learners and others.

Responsibilities

- a) To act in a manner that ensures and respects personal safety and the safety of others.
- b) To allow others to learn within an environment of positive and appropriate behaviour.
- c) To treat all others with respect.

Restorative Approaches to Behaviour Management

The College is committed to working with staff and learners to develop an understanding of positive working relationships and an awareness of the impact of individual behaviour on others. All staff and learners are responsible for supporting and encouraging positive behaviour in others and responding to incidences of disruptive behaviour and poor academic progress in a consistent and appropriate manner.

All staff are expected to take a leading role in the management of behaviour during lectures, in public areas of the College and for addressing poor academic progress. It is expected that staff will use a variety of behaviour management techniques, strategies and skills.

- Cardiff and Vale are committed to introducing a restorative approach to working relationships which aims to create a College community where individuals feel comfortable, valued and respected. A restorative approach constitutes an innovative way to deal with inappropriate behaviour which puts repairing harm done to working relationships and people over and above the need to assign blame and dispense punishment (Wright 1999).
- A restorative approach involves a conversation which allows everyone affected by harmful behaviour, a conflict situation or a problem the opportunity to express thoughts and feelings about what has happened, explain how they have been affected by it and what they feel needs to happen in order to repair the harm so that they may leave the situation behind. It also encourages a learner to rethink their behaviour patterns in terms of academic progress.

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- The restorative approach involves a number of key processes which include restorative enquiry (listening to draw out an individual's account of an incident), circle time and mediation (between victim and offender).
- The College has developed a set of values which in turn will underpin the behaviours that are required by both staff and learners to support the development of the restorative approach.
- The college recognises that the Restorative Approach has the potential to make a significant contribution in;
 - the College being a safer, happier, more inclusive community where people have a sense of belonging.
 - raising self-esteem and morale of individuals.
 - tackling inappropriate/bullying behaviours.
 - raising attendance and improving retention and achievement.
 - reduce exclusion and the need for exclusion.

In realising this policy the College is committed to:

- Communicating a set of core values to staff and learners which will establish clear boundaries, routines and behavioural expectations and will be critical in ensuring the development of an ethos and culture of positive behaviours and working relationships This in turn will create an environment where people feel happy and comfortable to study and work and where poor behaviour and academic performance are not tolerated
- Informing the College community about the restorative approach to managing working relationships and the associated expected behaviours and processes to ensure that everyone is aware of what they should do in the event of inappropriate behaviour/poor academic progress. This aims to ensure that inappropriate behaviour and poor academic progress will be managed in an appropriate and consistent manner.
- Providing training for staff in order to support the implementation of the restorative approach. There is an expectation that staff will work with learners to establish clear behavioural expectations and responsibilities, recognise the positive adherence to these and will clearly articulate and identify the responsibilities and consequences of failure to demonstrate appropriate behaviour.
- Training for learners via the induction and tutorial programmes and by using cross-college publicity and posters.
- Setting up procedures to ensure that inappropriate behaviour and poor academic progress are dealt with quickly and in a restorative manner.
- Recording and monitoring instances of poor behaviour/poor academic progress to ensure that the correct procedure is being followed and that we respond effectively to any areas of concern or trends.

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- Reviewing regularly the effectiveness of our policy and our response to and acting on any areas of concern.

Responsibilities

The Board of Governors are responsible for:

- Endorsing this policy bi-annually

Senior Management are responsible for:

- Reviewing and managing this Policy and the attached procedures, including the appeals process in respect of any outcomes that the LRM process brings.
- Monitoring and responding to instances of inappropriate student behaviour and poor academic progress within their departments and for addressing these behaviours in a restorative manner in order to mend working relationships.
- Ensuring that the delivery of curriculum classes and tutorials supports and embeds restorative practices and does not contravene the requirements or spirit of this policy.
- Listening to and investigating appeals in response to the outcomes of the LRM process.
- Providing appropriate training and development for staff to support the implementation of this policy.

All Staff are responsible for:

- Ensuring that their behaviour reflects the College core values.
- Being aware of the Learner Relationship Management Policy and for implementing the associated procedures
- Fully support the College commitment to the embedding of the Restorative Approach.
- Attending CPD events on aspects of learner relationship management using the Restorative Approach.
- Supporting our learners through the process.

Learners are responsible for:

- Behaving in a way that supports the Policy across the College.

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- Attending induction and tutorial sessions to ensure they are aware of the policy and the expectations regarding behaviour.
- Adopting the restorative approach in order to mend working relationships to allow all to continue safely in the learning process.
- By signing the Learner Agreement, all learners have agreed to follow the Learner Relationship Management Policy and procedures of the College.

Equality and Diversity Statement

In accordance with College procedures, an Equality Impact Assessment was undertaken for this policy on...

Health and Safety Implications

None associated with this policy.

Linked Policies

- Bullying and Harassment Policy
- Fit to Study Policy
- Substance Misuse Policy
- Health and Safety Policy
- Equality and Diversity Policy
- Safeguarding Policy
- Student Complaints Policy

Linked Procedures

- Learner Relationship Operational Procedures
- Bullying and Harassment
- Fit to Study
- Substance Misuse
- Health and Safety
- Equality and Diversity
- Safeguarding
- Student Complaints

Location and Access to the Policy

This is available from the website/ staff intranet/ Moodle and may be out of date if printed.

Date approved: June 2012

Approved by: CQSA

Review date: 09/02/18

Responsible Manager: Recruitment, Progression & Entrepreneurship

Executive Lead: Vice Principal Curriculum and Standards SJ

Accessible to Learners: : Yes

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