

# **Be Safe Be Heard: Policy**

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| <b>Name of policy</b>                    | <b>Be Safe Be Heard</b>  |
| <b>Name of person responsible</b>        | <b>Rebecca Foreman<br/>Vice Principal Student and Learning Support</b> |
| <b>Highest body approving the policy</b> | <b>Senior Leadership Team</b>  |
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## **Be Safe Be Heard: Policy**

### **1.0 Introduction**

- 1.1. The integration of equality and diversity into an organisation takes place at many levels. At the heart is the idea that students and staff should be able to work and study in an environment where they feel safe, respected and listened to regardless of their backgrounds or personal attributes, and where they can be confident to speak out and know they will be heard. There needs to be mechanisms by which they discuss key issues relating to their experience as a student and feel confident this will lead to action.
- 1.2 It is the role of the managers of the college to ensure that this happens and that the culture of the college and expectations of students and staff encourage positive and supportive behaviour.
- 1.3 In addition, the new Common Inspection Framework is now based around the Every Child Matters outcomes and raises the importance of Safeguarding and Equality and Diversity. This makes clear that colleges will be expected to support and develop the emotional social skills of learners (Q1), how the college 'contributes to the learners capacity to stay safe and healthy' (Q3). Finally the college will be inspected to see how we are 'providing support to safeguard welfare, promote personal development' (Q4).

### **2.0 Be Safe, Be Heard**

- 2.1 'Be Safe, Be Heard' is a cross-college initiative which will involve all students and staff.
- 2.2 The objectives are:
  - For students and staff to feel confident that they can study and work in an environment where they feel safe, respected and listened to regardless of their backgrounds or personal attributes
  - For students and staff to have the ability and confidence to recognise and challenge inappropriate behaviour and language
  - To ensure students have a loud and powerful 'voice' to express opinions and expect actions
  - To ensure that procedures and policies of how to deal with incidents are in place, understood, operate effectively and are consistently applied
  - To raise the level of awareness and knowledge of specific equal opportunities issues e.g. racism, sexism, homophobia and bullying and for staff to be able to confidently teach and apply them
  - Where appropriate focus effort on specific groups with historical difficulties

- 2.3 To be achieved through:
- Implementing clearly and firmly the concept that 'unacceptable behaviour will not be tolerated' across the college to all staff and students under the banner of 'Be Safe, Be Heard'
  - Understanding by all staff (including support staff) that they have both the right and responsibility to challenge inappropriate behaviour
  - Delivery of the key messages in a clear, strong promotional campaign
  - Compulsory delivery of key sessions in induction (including to part-time students)
  - Setting of very clear and high expectations of behaviour in and outside the class
  - Introduction of measuring of students views on how 'safe' (i.e. free from any discrimination or bullying) they feel
  - Consistent application of a transparent disciplinary procedures
  - Introduction of an anti-bullying (or anti-harassment) policy and procedures
  - Appropriate staff training and materials to support the above
  - The development of effective student councils with power to express the student voice and access to senior managers
- 2.4 The sections below outline the strategies the college will operate in order to achieve the objectives.

### **3.0 Induction**

- 3.1 Ensure induction process fully covers equal opportunities, expectations of behaviour and consequences of inappropriate behaviour and is consistently delivered to all students.
- 3.2 Ensure all students receive clear, strong and confident messages about the college culture and expectations.
- 3.3 Ensure awareness and understanding of related issues such as rights and responsibilities and procedures including bullying (including e-safety and cyber bullying), complaints and the disciplinary procedures.
- 3.4 Ensure there are appropriate support materials to deliver sessions.
- 3.5 Provide training so that staff feel confident in delivering specific equal opportunities sessions.

### **4.0 Expectations of Behaviour**

- 4.1 Emphasis on setting high expectations of behaviour through induction and in all classes with the code of conduct as base.
- 4.2 Ensure students understand that the standards of behaviour defined in the classroom also apply outside in the wider college.

- 4.3 Have a clear Expectations of Behaviour which is introduced in induction and displayed prominently throughout the college.
- 4.4 Ensure that all members of staff are aware that it is their responsibility to challenge, report and follow up inappropriate behaviour inside and outside the class.

## **5.0 Behaviour Management Processes**

- 5.1 Ensure the behaviour management process is understood as a way of marking inappropriate behaviour and setting expectations of change with clearly laid out consequences.
- 5.2 Ensure a clear and understood chain of action and responsibility from reporting to disciplinary including the role of the duty director.
- 5.3 Ensure that staff feel informed about the behaviour management process and have the confidence to implement the procedures consistently and effectively.
- 5.4 Through induction, tutorials and student Council forums, ensure students can develop and express their views about appropriate conduct and expectations of behaviour.
- 5.5 Support training of staff in the use of approaches in the classroom that minimise poor behaviour.
- 5.6 Provide training to deal with challenging inappropriate behaviour and disciplinary procedures.

## **6.0 Anti-Bullying / Harassment**

- 6.1 Ensure the college clearly signals that any form of harassment (which can be bullying and is often related to issues of discrimination) will not be accepted, will always be challenged and where appropriate lead to disciplinary action.
- 6.2 Ensure that students believe that issues of harassment will be dealt with fully and fairly through a clear policy and procedures that are implemented by all staff.
- 6.3 Have in place a clear anti-bullying/harassment policy and procedures.
- 6.4 Ensure staff are aware of the procedures and that this knowledge is passed to students through induction, promotion and work with tutors.
- 6.5 Provide training to staff to deal effectively with bullying/harassment issues.
- 6.6 Introduce options such as bully mentors or peer support systems.

- 6.7 Have a neutral reporting system e.g. text and or email administered by Student Support who will instigate enquiries, follow up on progress and recording and log incident.
- 6.8 Include questions on experiences of harassment in cross college questionnaires and focus groups to set benchmarks and measure change.

## **7.0 Student Voice**

- 7.1 Set up a regular (three times a year) Student Council Forum with a clear framework for the agenda and resulting action points.
- 7.2 Ensure actions are directed to the College Leadership team who will be required to respond if necessary in person.
- 7.3 Allow for election of at least 2 course reps and discussion of forum issues into the tutorial programme.
- 7.4 Allow student to discuss wider issues that affect their experience as a student including quality of teaching and learning and equal opportunities.
- 7.5 Encourage students to discuss issues such as acceptable behaviour and to try and present solutions.
- 7.6 Use the Student Voice as a means to discuss broader social issues that affect young people and information about electoral systems and democratic processes.
- 7.7 Build student representation into the course review process and onto relevant committees such as equal opportunities.

## **8.0 Evaluation**

- 8.1 Ensure the mechanisms are in place to assess if equal opportunities are working in practice.
- 8.2 Introduce equal opportunities questions into the student feedback process including questionnaires, focus groups based on FE benchmarks.
- 8.3 Ask students directly if they feel 'safe' (i.e. have they suffered any discrimination or bullying) in the college and how was it dealt with.
- 8.4 Use the information as a benchmark to measure current levels and changes in views.
- 8.5 Have a central reporting point and recording system for any reported incidents and produce regular reports to the Equal Opportunities Committee.

## **9.0 Staff Training and Support**

- 9.1 Ensure through appropriate training that staff have
- Awareness of the key issues and concepts
  - Understanding of the relevant policies and procedures
  - Skills to enable staff to confidently challenge inappropriate behaviour
- 9.2 The training would to focus on; what equal opportunities means to students, impact on code of conduct and expected behaviour, understanding of the disciplinary procedures and how to challenge inappropriate behaviour.
- 9.3 Review training needs of staff and set up relevant training programme
- 9.4 Produce appropriate support materials to deliver sessions

## **10.0 Promotion and Support**

- 10.1 The initiative must be supported throughout the college and seen as part of the college's approach to students.
- 10.2 Inclusion and promotion by the Principal or senior managers (e.g. end/beginning of year speech to all staff) as part of the college's strategies
- 10.3 Production of appropriate promotional literature including leaflets banners and posters
- 10.4 Inclusion in prospectus, handbooks and other college literature

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## Expectations of Student Behaviour

City College core values are:

- We place **learning** and supporting students at the heart of everything we do
- We create **opportunities to achieve**
- We applaud **creativity, innovation and responsiveness**
- We celebrate difference and **respect** individuals
- We **believe** we will achieve **high standards**
- We take **collective responsibility** for achieving our success
- We are a place where people **enjoy achieving** together

## Respect, Responsibilities and Rights

We have high expectations of how our students will behave in college. These expectations are for all students and apply not just in classrooms but in all areas of the college, for example the LRC, refectory or corridors. This is so that everyone has the opportunity to learn, to do the best they can and to feel safe and supported.

Any member of college staff can challenge your behaviour and ask you to identify yourself by showing your college ID card.

### Respect for Learning: this means that you:

- Attend all your classes
- Arrive before the lesson starts ready to start on time
- Arrive prepared to learn and with the right equipment
- Meet deadlines set for your course work
- Take an active role in the class without disrupting lessons
- Co-operate and communicate with your teachers and other students
- Follow the class rules agreed with your teacher
- Have your mobile phone off or on silent and only bring water into class
- Only take on outside work or commitments if they do not clash with or have a negative affect on your studies

### Respect each other: this means that you:

- Are polite and do not use language that can offend others
- Will never be violent, aggressive or intimidate others
- Will not bully or discriminate against others

- Listen to your teacher and other students and allow others to take part
- Look after the College environment and equipment.
- You do not have to accept behaviour (in or outside the classroom) that makes you feel uncomfortable or stops you learning

**Responsibilities:** this means that you:

- Do the best you possibly can, in your class and in your college work
- Set yourself high targets and tough challenges - believe in yourself
- Meet our standards, expectations and follow the agreed rules
- Take responsibility for what you do and what you say
- Find out about the facilities and services and opportunities the college has to offer
- Take up opportunities that are offered
- Ask for help if you need it, take help when it is offered
- Be proud of yourself and encourage and support others
- Learn from mistakes and use them to improve
- Always carry your college ID card and show it when asked by a member of college staff

**Rights:** this means that you can expect:

- Your classes will be well prepared, start on time and all students will have the opportunity to learn
- You will receive useful and regular feedback about your progress and be set challenging targets to improve
- You will be treated politely, with respect and in a way that recognises and values your differences and achievements
- Any poor behaviour, in or out of the classroom, that affects your learning will be challenged and dealt with
- You will receive positive encouragement and support to achieve your best
- You will be listened to and that the college will act on what you tell us
- You will have a wide range of opportunities to try new experiences and learn new skills