

LEARNER RELATED POLICY: PROMOTING OUTSTANDING BEHAVIOUR FOR RESIDENTIAL LEARNERS

This policy is biennially reviewed to ensure compliance with current regulations

Approved/reviewed by

Director of Business Development

Date of next review

April 2021

This policy and procedure is subject to The Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation, Disability, Socio-Economic Disadvantage

Boston College positively promotes an ethos of excellence and seeks to provide an environment in which Residential Learners can live and study to have high aspirations and achieve their full potential. We recognise that this applies equally to both their academic time and their personal time.

Boston College is committed to providing residential accommodation where residents are happy to live and to spend their personal time. It recognises that residents are entitled to live in a positive environment where they feel safe and where their experience of living and studying in our college is both positive, enjoyable and meets their needs. It also aims to teach Residential Learners skills and behaviours that will make an impact on and influence their personal development and levels of independence.

Boston College recognises that in some circumstances it has the role of *in loco parentis*. It will, at all times, provide a range of support for its Residential Learners to ensure that they make progress in their academic studies as well as all aspects of their personal development.

This document confirms what residents can expect when they live in Boston College accommodation.

Boston College expects its Residential Learners to demonstrate exemplary behaviour at all times. Clear expectations of exemplary behaviour are: -

- Meeting and exceeding attendance targets in all classes
- Being punctual and ready to learn in all classes
- Achieving potential and long-term goals
- Respecting all members of the College community
- Obeying College rules
- Demonstrating college values
- Having a positive attitude to learning and enrichment activities

Boston College encourages all Learners to raise their aspirations and recognise their full potential to progress to high quality destinations.

Example and Reputation

Boston College expects its staff to lead, support and encourage learners at all times. It also expects staff to exemplify the ambitious qualities it wants to see learners develop. Boston College has built a reputation for academic achievement as well as the standard of care of its Residential Learners. The College will continue to work with staff and learners to maintain and enhance this, helping them to understand their role in doing this.

International Learner Handbook

Prior to arrival all International Residential Learners will be sent a copy of the International Learner Handbook. This document gives residents information about what they can expect whilst they live at Boston College.

College/Learner Agreement

During enrolment and induction, tutors will explain to learners about the standards of behaviour that are expected from them and what they can expect from College in return. Both tutor and learner will sign a College/Learner Agreement. During their academic time at Boston College, all learners will be subject to the disciplinary procedure, details of which can be found on the College learner portal Moodle and on the College website.

College/Residential Licence to Occupy

Residential Learners are invited to a further induction event which gives residents information about living and studying at Boston College, the main focus of this event is on standards of behaviour and the College's expectations of learners living away from home. During their personal time, residents are subject to the Hall of Residence disciplinary procedure, details of which can be found on the College learner portal, Moodle and on the College website. All residents sign a copy of the Hall of Residence disciplinary procedure to confirm their understanding of this.

Learners living in Homestay

Learners living in Homestay accommodation are expected to follow the rules of the household.

Attendance and Punctuality

Boston College expects its learners to attend all lessons. High levels of attendance and punctuality facilitate learning and help to raise standards. These are habits that residents will take with them to further studies or to the workplace and form basic but important life skills.

Monitoring

The behaviour of all learners and residents is monitored and action taken to address any breaches of either disciplinary process. Where appropriate, sanctions will be imposed.

Monitoring will take place using the Hall of Residence Disciplinary records as well as Vital and EBS.

Mediation

In some circumstances, mediation may be offered as a means of resolving certain breaches of the disciplinary procedure, particularly where there has been a breakdown in relationships between residents. All parties will be asked to agree to mediation which will be provided by a member of the Health and Wellbeing team.

Recognising the role of mediation in conflict management and resolution is a skill which residents can develop and use when dealing with similar situations in the future.

Restorative Justice

In some circumstances, restorative justice may be offered as a means of applying sanctions. This could be particularly useful where residents are causing inconvenience to others by not considering others in their use of shared facilities.

Recognising the role of restorative justice is a skill which residents can develop and use in the future where there is a need to consider the impact of their actions and behaviours on others.

Consistency

The College and Hall of Residence Disciplinary policies will be applied consistently to all learners. Learners can expect that any sanctions applied as part of the disciplinary process are punitive where necessary, and also an opportunity to learn from their mistakes and modify their behaviour and actions in the future. The College encourages students to take responsibility for their actions and to modify behaviours for their own benefit and that of the wider College community.

Incentives and Rewards

Incentives and rewards are recognised as a valuable tool to encourage and develop learners and are used in the academic environment.

The College will use incentives and rewards for residents in appropriate circumstances, such as where behaviours have changed in a positive way. Usually these will apply to a group of residents, however individual rewards might also be considered.

Any incentives and rewards will be authorised by the Director of Business Development and will be recorded and monitored.

Social and Development Programme

Residential Learners take part in a social and development programme which helps them to settle into life at the College. It offers them the chance to learn new independent living skills as well as how to use their spare time effectively by offering them opportunities for self-development.

Participation in this programme is monitored and where students are not accessing the activities and there is cause for concern, appropriate follow up action is taken.

Residents are involved in the continuous improvement of the social and development programme.

EQUALITY IMPACT ASSESSMENT

1. What is the name of the policy?

Learner Related: Promoting Outstanding Behaviour for Residential Learners

2. What is the aim of the policy?

To promote outstanding behaviour for residential learners

3. Who does the policy impact on? (Staff, learners, partners etc.)

Staff, learners, parents, internal and external partners

4. Who implements the policy?

Business Development Directorate, International team

5. What information is currently available on the impact of this policy?

(This could include data that is routinely collected for this policy and/or minutes from management or team meetings. It could also include conversations with students and/or staff who have used this policy in their day to day role).

Feedback from staff, students, parents, agents, internal and external partners. Minutes of International Team meetings.

6. Do you need more information before you can make an assessment about this policy?

(If yes, please put down what information you need and identify in the action plan, how you intend to collect it)

No

7. Do you have any examples that show this policy is having a positive impact on any of the equality characteristics shown in Table.1?

Outstanding behaviour is promoted at all times. Residential learners are aware of what is expected of them whilst they live and study at Boston College

8. Are there any concerns that this policy could have a negative impact on any of the equality characteristics shown in Table.1?

No

Table. 1

Category	No	Yes	Please supply any additional comments
Race	✓		
Disability	✓		
Gender	✓		
Gender re-assignment	✓		
Age	✓		
Sexual orientation	✓		
Religion/belief	✓		
Pregnancy/maternity	✓		
Marriage/Civil Partnership	✓		
Socio-economic	✓		
Rurality	✓		

Actions are to be taken as a result of the Equality Impact Assessment			
Action Required <i>(clearly state where within existing management structures these actions will be performance monitored)</i>	Person responsible	Comp date	Review details - impact and outcome
Signed: Paul Collins	Position: Director of Business Development		Date: 16.04.2019