



**LUNAR RACING**  
EDUCATION THROUGH MOTORSPORT

## **LUNAR BEHAVIOUR POLICY**

### **The Principles**

This policy works closely with the Student Code of Conduct, the Student Handbook, Disciplinary Procedure and the Cause for Compliment and Cause for Concerns forms.

Lunar believes that in order to enable teaching and learning to take place effectively, desired behaviour in all aspects of students time at Lunar is necessary. We seek to create an inclusive caring, learning environment at Lunar by:

- promoting desired behaviour and discipline.
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect.
- ensuring equality and fairness of treatment for all.
- encouraging consistency of response to both positive and negative behaviour.
- promoting early intervention.
- providing a safe environment; free from disruption, violence, bullying and any form of harassment.
- encouraging a positive relationship with parents and carers, and the partnership schools, to develop a shared approach which involves them in the implementation of Lunar policies and associated procedures.
- promoting a culture of praise and encouragement in which all students can achieve.

### **Roles and Responsibilities**

- Staff will ensure that the Student Code of Conduct is communicated to students during their Induction Programme. Parents and carers will receive a Lunar Guide to explain behavioural expectations.
- The Centre Co-ordinator will be responsible for the implementation and day-to-day management of the policy and procedures.
- Staff, including the Head of Pastoral Care, tutors, technicians, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of this policy is essential. Staff have a key role in advising the Centre Co-ordinator on the effectiveness of this policy and related procedures. They also have responsibility, with the support of the Centre Co-ordinator, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.
- The Centre Co-ordinator, Head of Pastoral Care and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national

origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of the students are listened to, and appropriately addressed.

- Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of their child both inside and outside of Lunar. Lunar will encourage parents to work in partnership with us to assist in maintaining high standards of desired behaviour and will be actively encouraged to raise with Lunar any issues arising from the operation of the policy.
- Students are expected to take responsibility for their own behaviour and will be made fully aware of the Code of Conduct, related procedures and their expectations. Students will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

### **Procedures**

The procedures arising from this policy will be developed by the Centre Co-ordinator/Head of Pastoral Care in consultation with the staff. The procedures will make clear to the students how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents/carers. The procedures will be monitored by the Head of Pastoral Care to ensure they are consistently and fairly applied, and promote the idea of personal responsibility and that every member of the staff has a responsibility towards the whole Lunar community.

### **Rewards**

An ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral means of achieving this. They have a motivational role in helping students to realise that desirable behaviour, self awareness and responsibility to self and others is valued. Integral to the system of rewards is an emphasis on praise, both informal and formal to individuals and groups. Alongside this is informing of partnership schools and parents/carers regularly on the student's desired behaviour through Cause for Compliment forms.

### **Sanctions**

Sanctions are needed to respond to undesirable behaviour. At Lunar we work alongside our Disciplinary Procedure. When applying a sanction/taking a step through the Disciplinary Procedure, desired changes in behaviour, that are required to avoid future sanctions, are made very clear to students. The procedures make a clear distinction between the sanctions applied for minor and major offences.

### **Training**

Lunar will ensure that appropriate high quality training, on all aspects of behaviour management, is provided to support the implementation of the policy. In order for the Behaviour Policy to be effective, a clear relationship with other Lunar policies, particularly Equal Opportunities; Student Code of Conduct; the Student Handbook; Disciplinary Procedure; Cause for Compliment; Cause for Concern and Inclusion Policy, will be established.

### **Review**

The Head of Pastoral Care will review the Behaviour Policy on an annual basis. This will ensure continued effectiveness, fairness, consistency and appropriateness. The outcome of the review and

changes to policy, resolutions and solutions will be communicated to all those involved and incorporated into an amended Behaviour Policy.

### **PROMOTING GOOD STUDENT BEHAVIOUR**

- Staff will praise students when they see positive behaviour and reinforce this with issuing a Cause for Compliment form.
- Staff will tell students clearly what is expected of them.
- Students will receive an intensive Induction Programme that will reinforce all expectations.
- Students will sign a Learner Agreement.
- Rules are consistent, fair, and should be maintained.
- Rules will be regularly reviewed with staff and students.
- Responsibilities and expectations will be matched to individuals and their development.
- Staff will regularly inform a students parents of exemplary behaviour as well as achievement (Cause for Compliment forms, parents evenings, or informally via a note or phone-call).

### **REWARDS**

Good behaviour should be consistently rewarded.

- Staff will praise a student/class immediately upon their good behaviour and say why they are pleased.
- Staff will regularly inform a students parents of exemplary behaviour as well as achievement (Cause for Compliment forms, parents evenings, or informally via a note or phone-call).
- All staff will use positive Cause for Compliment forms.
- When appropriate staff will reward a whole group for their co-operative support of individuals or each other, for good behaviour and/or achievement
- Exemplary behaviour or achievement will be commended by staff using Cause for Compliment forms and verbal praise.

### **UNACCEPTABLE BEHAVIOUR**

Students will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other students or staff they may have offended; show they can keep to the Code of Conduct; or make suitable reparation.