



# BEP Group: Policy Pack

staff, volunteers, learners & consultants



Student Behaviour  
Policy and Procedure

# Student Behaviour Policy and Procedures

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## 1. Behaviour Policy

### 1.1 Behaviour Aims

- 1.1.1 We believe that we promote good behaviour by creating a happy, caring training centre environment where pupils, parents/carers and centre personnel feel valued and respected and where any form of anti-social behaviour is not tolerated.
- 1.1.2 We aim to:
- create an ethos that makes all members of the training centre community feel valued and respected
  - promote good behaviour by forging close and trusting relationships with everyone involved with the training centre
  - promote positive behaviours for learning
  - improve attitude by changing behaviour or encouraging positive behaviour.

### 1.2 Behaviour Responsibilities

- 1.2.1 The Board has:
- appointed a member of staff to be responsible for promoting positive pupil behaviour
  - responsibility for the effective implementation, monitoring and evaluation of this policy
- 1.2.2 The Chief Executive/Executive Headteacher and Principal will:
- work with all training centre personnel to create and maintain a working environment that is happy, caring and stimulating and where pupils can realise their full potential
  - promote positive behaviour for learning for all pupils
  - monitor and evaluate this policy
  - organise courses for all training centre personnel on behaviour management and positive handling
  - make the final decision on student discipline and take action as needed
  -
- 1.2.3 The Vice Principal (Behaviour) will:
- maintain an overview of the current position regarding all pupils and regularly update colleagues including the placements required lists, progress against deadlines, anticipated issues etc
  - be the main point of contact for schools, students, parents, training providers and other professionals
  - arrange and escort students to work placement interviews
  - follow up student absence with the student and parent/guardian on a daily basis and keep students motivated and focused
  - liaise with Attendance Officer(s) and Safeguarding Manager (including BEP Training Reception Cover where appropriate) on attendance
  - send a comprehensive report on attendance to schools on a weekly basis

- request placements from the Employer Liaison Officers and match students to provider opportunities
- attend meetings with schools, training providers, employers – and keep records, as appropriate
- maintain and develop relationships with schools, employers and other providers
- liaise and support parents in line with policy and procedure statements
- ensure that Health & Safety risk assessments for employer premises have been carried out before a student's placement commences

1.2.4 The Centre Manager will:

- work with all centre personnel to promote good standards of behaviour throughout the training centre
- provide guidance and support to all staff
- keep up to date with new developments and resources
- ensure that tutors have left all classrooms tidy and ready for teaching to begin
- ensure that parents/guardians are contacted if a student needs to be sent home
- ensure that members of staff are properly supported if dealing with a discipline issue or an incident
- ensure all breaks and lunch times are covered by the relevant number of staff following the break/lunch cover rota
- ensure that there is a member of staff to close the centre at the end of the day
- hold regular meetings and mentoring sessions with students to discuss future goals and aspirations
- be responsible for pastoral care of the students
- carry out regular progress reviews with students either at training provision or at their work placement
- refocusing students and, where necessary, apply disciplinary procedures
- be aware of and follow child protection guidance notes including use of multi agency referral forms, mentoring meetings etc
- encourage and support students in finding a positive destination following the end of the programme
- liaise with other agencies (YOT, Social Services etc) as appropriate.

1.2.5 The on-call Key Worker(s) will:

- ensure all fire doors are unlocked and not blocked
- ensure that all teaching staff and students are in the common area at least 5 minutes before the start of Session 1
- ensure that the front door is locked and that access is gained only via the intercom
- ensure only staff, students and expected visitors/contractors will be permitted access
- check toilets are stocked and clean at the beginning of each day, after all breaks and at the end of the day

- ensure all staff and visitors sign in and out daily with date and time of arrival including key worker on duty and visiting key workers for mentoring
- ensure all teaching staff have their register and walkie-talkie which must be kept with them and turned on at all times
- support all staff with discipline in the classroom
- organise and attend events, as appropriate (eg student induction sessions, parent evenings, extra curricular activities)
- assist with Breakfast Club and Break Cover
- collect and supervise students on time out from the classroom
- Record attendance, lateness, students leaving site and students coming out of/returning to class on the electronic system.

1.2.5 The Attendance Officer will:

- input the registration information onto the electronic system
- follow up absence with the student and their parent/guardian and update the electronic system
- call parents if a student is being sent home for any reason or if there is any issue
- cover door intercom between 8.30am and 9.30am without interruption
- monitor the CCTV.

1.2.6 Tutors will:

- create a welcoming class environment with displays of pupil's work in order to develop pupil self-esteem by showing the value of every individual's contribution
- ensure pupils are aware of their learning objectives for each lesson
- review achievement of learning objectives at the end of each lesson
- arrange furniture to provide an environment that is conducive to on-task behaviour
- arrange materials and resources to help accessibility and reduce uncertainty and disruption
- promote good learning behaviour by maintaining positive attitudes at all times
- establish productive and trusting quality relationships with the students
- promote high expectations for all training centre activities
- use a variety of teaching approaches that will help to encourage positive learning behaviour patterns and meet a range of learning styles
- plan relevant and interesting lessons that are well organised with clear objectives and with the work differentiated to cater for all abilities
- be consistent and apply a positive approach towards discipline at all times
- promote and celebrate pupil effort and achievement
- be trained to deal with challenging behaviour and the techniques of positive handling
- assist with Breakfast Club and Break Cover
- celebrate student effort and achievement through nomination for student of the week and Jack Petchey.

- 1.2.7 Students will:
- be aware of and comply with the student code of conduct, disciplinary process and other procedures as specified
  - agree to abide by and sign the student agreement (appendix 1)
- 1.2.8 Parents/carers must:
- work closely with the training centre staff to ensure that their children help maintain a safe training centre environment
  - promote the positive ethos of the training centre with their children

## **2. School Operation**

### **2.1 Rules and sanctions**

- 2.1.1 All students have been informed of the centre rules and sanctions and are expected to adhere to them. These rules are reviewed periodically or when the need arises. The centre rules and sanctions can be found in this policy.
- 2.1.2 A number of student support systems are in place and are proving effective in promoting good behaviour. Key Workers are responsible for pastoral care. All training centre personnel will work hard to ensure that these systems run smoothly.
- 2.1.3 All incidents of bad behaviour are recorded and reports sent to appropriate BEP and school personnel.
- 2.1.4 The centre manager will thoroughly investigate all incidents and report to the Chief Executive.
- 2.1.5 Good behaviour is celebrated and regular praise and encouragement is part of the training centre ethos.

### **3. Student Discipline Procedure**

#### **3.1 Procedure**

##### **3.1.1 Attendance Letter**

For students who fail to attend provision more than three times in a month, an attendance letter will be sent to parents/guardians and a copy will go to the school. This will be a warning that unless steps are taken to improve attendance the student will be asked to attend a meeting with BEP and the school.

##### **3.1.2 Refocusing Meeting**

If students do not follow the Student Code of Conduct despite support from their Key Worker, a refocusing meeting will be called. This will involve the student, their parent/guardian, their Key Worker and a representative from their school. It is an opportunity to address issues, look at what is going wrong, look at ways the student can be supported, put in preventative measures to stop things going wrong in the future and set measurable goals that will be reviewed. A date for reviewing those goals will be set at the meeting and if they have not been met then students may face a disciplinary.

##### **3.1.3 Verbal Warning**

This is the first stage of the disciplinary process, which could ultimately lead to students being removed from the programme. This route is usually taken when students are not prepared to work with BEP to improve their progress, or an incident occurs which warrants it e.g. not returning to training for the afternoon session. The school will be informed if a verbal warning is given to a student.

##### **3.1.4 Written Warning**

Two written warnings will be issued before students are taken off the programme. Copies of the letters will be sent to the school. If an incident warrants it, a written warning may be issued before a verbal warning. It is highly likely that a refocusing meeting would occur as a result of the student receiving a written warning.

##### **3.1.5 Dismissal from VIP**

After two written warnings or a serious incident, it is highly likely that a student will be removed from the programme. A meeting will take place with the Key Worker and the school and a decision will be taken over the student's future on the programme. If since receiving the written warning significant steps have been taken to improve, students may be given a last chance if they achieve the goals, which will be set for them"

##### **3.1.6 Gross Misconduct**

In the event of a gross misconduct, such as stealing or violent behaviour, students may be dismissed from the programme regardless of whether you have had previous warnings or not. Once a student is dismissed from VIP they will be expected to return to school full time.

## **4. Classroom Management**

### **4.1 The 'Big 10'**

- The 'Big 10' list of classroom rules will be displayed in each teaching room (see appendix 2).

### **4.2 The 'Simple Six'**

- The simple six refers to six behaviour traits listed in the Big 10, that relate to the classroom.
- Student behaviour will be tracked using a traffic light system where students progress from Green, to Amber and then Red following a number of minor infringements.
- Once a student reaches 'red' the on-call Key Worker will be called and the student asked to leave the lesson following the procedure at 4.6 and 4.7 below.

### **4.3 The Pencil Case**

- All students will be issued with their own pencil case.
- Each pencil case will contain a pen, pencil and small ruler and calculator.
- Students are responsible for returning the pencil case at the end of the day undamaged.
- Students will need to replace at cost the contents if lost or broken.

### **4.4 Valuables**

- Students will be advised not to bring valuables to BEP Training, including mobiles, iPods etc.
- All valuables can be handed in at the beginning of the day and can be returned at the end of the day.
- Students are to place their valuables into a case.
- A log of valuables is signed for in and out and valuables are stored in a locked area.
- Students are permitted to take mobile phones/I pods etc into the classroom but they must be on silent and kept out of sight. If a student takes out their phone then they will need to hand it in.

### **4.5 Dress Code**

- Students should ensure that they are dressed appropriately.
- Female students should ensure that skirts are of an acceptable length and no low cut tops or logos.
- Male students should ensure that their trouser waistbands are no lower than hip level.
- Students will not be allowed to wear hoods in lesson.
- No underwear to be exposed.

- Students attending construction classes should bring steel toecap boots or wear BEP supplied boots.
- Shorts will be of an acceptable length.
- Key Worker to be informed of any clothing issues on activity report.
- A meeting to be called if the dress code is infringed more than 3 consecutive times.

#### **4.6 Disruptive Behaviour in the Classroom**

- Students are to remain in class at all times unless they are being disruptive to other students or disrespectful to members of staff.
- In either is the case the member of staff should request the 'on-call' key worker to attend the class.
- The student will be removed from the class by the on-call Key Worker. The tutor must remain in the class at all times to supervise the remaining students.
- If a time out is being given to the student, they will be given a time out slip and collected by the Key Worker.
- They should be left to cool down for five/ten minutes and then rejoin their group when appropriate.
- Under no circumstances should a student leave the building in their cool down period.
- If a student is being sent home, the procedure in 4.7 must be followed.

#### **4.7 Procedure for sending a student home**

- The Key Worker agrees with the VIP Manager, Child Protection Officer or member of the Senior Management Team that the student should be sent home. All strategies to reengage the student into lessons should have been exhausted and no student to be sent home without approval of those listed above and parent/guardian.
- The VIP Manager or member of the SMT contacts the school to inform them of the situation and a detailed report must follow by the end of that day.
- The Key Worker then contacts the Parent/Guardian to inform them that their son/daughter is being sent home.
- The parent/guardian will then be informed that they will need to accompany their son/daughter to BEP Training on their next timetabled day or day as agreed to discuss behaviour at a refocusing meeting before being allowed to return.
- If the parent is unable to attend due to work they should send another appropriate adult in their place.
- If the young person is subject to a fixed term exclusion then the school should send a fixed term exclusion letter and a meeting is set for the last day of the exclusion. BEP Group staff, staff from the school, the parent/guardian and any other professionals as appropriate should attend that meeting.
- The student should not return to provision until that meeting has taken place.
- A discussion will be held after the meeting to decide if the student is to be issued with a formal disciplinary.

#### **4.8 Sickness**

- If a student claims to be sick they will be sent to the office with a note.
- The student will then be asked to sit on the chair outside of the office and be offered a glass of water.
- If there is no improvement the Duty Manager will decide if student should be sent home.
- If this is the case the parent must agree to student going home on transport and the school will be informed.
- If it is deemed that the student is unable to travel parent will need to collect.

#### **4.9 Toilet Breaks**

- If a student needs to use the toilet during lesson a toilet slip should be issued.

## **5 General BEP Training Procedures**

### **5.1 Drugs/Weapons/Alcohol**

- We have a zero tolerance of drugs, alcohol and items that may be deemed as a weapon (eg student possession of knives and tools
- If a member of staff suspects that a student may be under the influence of drugs or alcohol, the Duty Manager should be informed immediately and the student is collected from class.
- If a student is suspected of, or found to be in possession of drugs/weapons by the Duty Manager the police will be informed immediately. The student is not informed that the police are being contacted.
- The Duty manager will ask the student to surrender the drugs or weapon.
- If the student refuses, under no circumstances should staff or the Duty Manager try to remove the items by force.
- The Duty manager will make a decision as to the possible health and safety risks of the student remaining on site. If possible, the student should be asked to stay on site until the police arrive.
- If the student is to be sent home, section 4.7 will be followed.
- An incident form will be completed.
- In cases where a student has been identified as a drug or alcohol user, the parent/guardian and school will be informed and a referral form will be completed and sent to the local Drug/Alcohol Advisory Team. An appointment is then made for the allocated worker to meet with the student whilst at BEP Training.
- BEP will give relevance to any local authority drugs and alcohol policies in place, that are applicable to young people attending BEP.

### **5.2 Smoking**

- BEP Training Centre has a no smoking policy
- Students should not bring cigarettes or lighters to BEP Training

### **5.3 Red Route**

- A Red Route will be patrolled by staff, students will be told not to loiter in these areas.

#### **5.4 Positive Handling (Restraint)**

- Positive Handling should only be used as a last resort and only by trained staff.
- In the rare event that a Positive Handling intervention is required a Positive Handling incident report should be completed on the day of the event.
- The Duty manager, VIP Manager and SMT should be informed immediately and e-mailed a copy of the Positive Handling report on the day of the incident.
- BEP Group will keep a register of staff appropriately trained.

#### **5.5 Incidents/Multi Agency Referral**

- All staff are to use an incident sheet to report all incidents and be mindful of the purpose of the report and the intended audience.
- Incident reports to be completed and in the students file within 24hrs.
- If it is a child protection issue, a multi agency referral form should be filled out with guidance from the Child Protection Officer.

#### **5.6 Lateness**

- If a student is late arriving for any session, they will be asked to go to the reception area.
- Students will be asked to provide a reason for lateness.
- Their reason, together with the time and duration of lateness will be recorded on the register system.
- A late slip will be issued to the student, who must present this to their tutor for the current session.
- Key Workers are required to follow up student lateness.

#### **5.7 Arrest**

- If a student is arrested whilst on break the Key Worker should be informed.
- Key Worker will inform parents and arrange for them to contact police.
- It is not a Tutor or Key Workers responsibility to remain with the student, the responsibility is with the parent.
- Key Worker to inform school on day of the incident.

- An incident report to be created and sent to school.

## **6. Bullying**

### **6.1 Aims**

#### 6.1.1 We aim to:

- To develop a school environment that is both safe and secure for all students
- To have established systems in place that will deal with incidents of bullying
- To develop confident students who will notify staff of any incident of bullying
- To inform everyone connected with the school of the school's anti-bullying policy

### **6.2 Policy**

6.2.1 We strive to provide a safe, secure, caring and friendly school environment for all the students, in order to protect them from those who wish to deliberately hurt them either physically or emotionally.

6.2.2 We will not tolerate any form of bullying and all incidents of bullying will be dealt with promptly and effectively.

### **6.3 Responsibilities**

#### 6.3.1 The Board will not condone any bullying and has:

- appointed a member of staff to be responsible for promoting positive student behaviour
- delegated powers and responsibilities to the Chief Executive
- taken steps to eliminate all forms of bullying and to keep records of all incidents of bullying
- responsibility for the effective implementation, monitoring and evaluation of this policy

#### 6.3.2 The Chief Executive will:

- implement this policy
- ensure that all staff are aware of the policy
- work to create a safe, secure, caring and friendly environment for all the students
- ensure that all students understand that bullying is wrong through reinforcement of good behaviour;
- ensure that all parents are aware of this policy and that we do not tolerate bullying
- respond and deal with all incidents of bullying
- keep records of all incidents of bullying
- monitor and evaluate this policy

#### 6.3.3 The coordinator will:

- provide guidance and support to all personnel to understand the signs or behaviour of someone being bullied
- keep up to date with new developments and resources
- organise courses for all staff
- help counsel students who have been bullied and those who use bullying behaviour
- review and monitor.

6.3.4 Staff will:

- be aware of the signs of bullying in order to prevent bullying taking place;
- take all forms of bullying seriously
- report all incidents of bullying
- raise awareness of the wrongs of bullying.

6.3.5 Students must:

- report if they are being bullied
- report if they see someone being bullied.

6.3.6 Parents must:

- be aware of and support this policy;
- report to the centre any concerns they have of their child being bullied;
- be assured that the centre will deal with all incidents of bullying;
- be assured that they will be informed of incidents and will be involved in discussions

## **6.4 Training**

6.4.1 School staff will undertake training in:

- anti-bullying strategies;
- counselling the bullied and the bullies;
- working with parents

## **6.5 Incidents and Actions**

6.5.1 All reported incidents are investigated and dealt with. Parents are informed of all events and what actions have been taken.

6.5.2 Records will be kept of all incidents and their outcomes.

6.5.3 Counselling and support mechanisms are in place to help those who have been bullied.

6.5.4 All perpetrators of bullying are given time to discuss why they have bullied and why their actions were wrong.

## **7. Search**

### **7.1 Search Aims**

- 7.1.1 To safeguard students, staff and others visitors to BEP Group.
- 7.1.2 To determine, when necessary, whether or not a student is in possession of a substance or object which might be harmful to themselves or others, illegal or which has been obtained in an unlawful manner.

### **7.2 Search Policy**

- 7.2.1 The policy is based on advice and guidance on powers available to head teachers and their staff conferred by several pieces of legislation, including the Education and Inspections Act 2006, the Violent Crime Reduction Act 2006 and the Criminal Justice Act 1988.

### **7.3 Search Procedure**

- 7.3.1 Screening and searches are carried out by senior members of staff who have been authorised by the CEO to do so. There will always be at least two members of staff present, with at least one being of the same sex as the student.
- 7.3.2 When a student is screened or searched their parents or carer shall be informed as soon as possible afterwards. A log of all screenings and searches will be kept. Being found in possession of an illegal object could mean fixed period or permanent exclusion from school. In some circumstances the police might also be contacted.

### **7.4 No-Contact or Low-Contact Screening**

- 7.4.1 The school can require students to undergo random screening for weapons without suspicion and without consent. For this purpose the school uses a hand-held metal detector (wand) which is a "no-contact" or "low-contact" (minimal contact of the wand with the student's clothes). The school might use occasional screening of randomly selected students while on the premises, for example, a class or year group.
- 7.4.2 Where a student refuses to be screened, the school may refuse to have the student on the premises or on an off-site educational visit. Although the school will not have excluded the student, the absence will be treated as unauthorised. Any refusal to attend school shall be investigated by the education welfare officer in the same way as any other unauthorised absence.

### **7.5 Without-Consent Search**

- 7.5.1 The statutory power to search applies where there are reasonable grounds for suspecting that a student has in their possessions any of the following:

- A knife - any article which has a blade or is sharply pointed. The definition does not include a folding pocket knife other than one whose cutting edge exceeds three inches or one which is not readily foldable at all times, such as a locking knife.
- An offensive weapon - any article made or adapted to injure a person, or any article which is intended by the person carrying the article for such use by their self or by another person.

7.5.2 Three types of article are covered:

- a weapon made for causing injury, such as a gun
- an article adapted for causing injury, such as a bottle broken deliberately for the purpose; and
- an article not made or adapted for causing injury but which the person who has it intends to be used for the purpose of causing injury, e.g. a baseball bat.

## **7.6 Section 139 of the Criminal Justice Act 1988**

The power includes a power to search where there are reasonable grounds to suspect that a student is in innocent possession of a weapon. The power does not allow without-suspicion. Only a personal search, involving removal of outer clothing and searching of pockets can be carried out. An intimate search can only be carried out by a person with more extensive powers, such as a police officer.

The power to search shall only be used where staff judge that it is safe to do so. In particular, if members of staff believe that a student is likely to resist a search physically, they should call the police rather than try to overcome the student.

## 8. Monitoring and Evaluation

### 8.1 Policy

- 8.1.1 The effectiveness of this policy will be reviewed at least annually, or when the need arises, and the necessary recommendations for improvement will be made to the Board.

<b>Chief Executive: Kelly Sims</b>		<b>Last review:</b>	<b>February 2018</b>
		<b>Next Review:</b>	<b>February 2019</b>

## **Appendix 1 - Student Agreement**

**I agree to abide by the following rules and act in a responsible and adult manner whilst on the Vocational Inclusion Programme. I understand that I must be polite and courteous to others at all times.**

### **Basic Code of Conduct**

- Attend on allocated days; if unable to attend you must contact your Key Worker and employer/training provider. Appointments should be made outside of programme times where possible. If you do have to leave for an appointment, written evidence should be given in advance to your Key Worker.
- Be punctual, it is important that you are on time – parents will be informed of lateness
- Work hard
- Treat everyone and everything with respect
- No eating or drinking in lessons
- Remain in lessons unless you are given permission to leave from your tutor
- Never leave your work placement unless you are authorised to do so
- Do not loiter in the red route areas as shown on the attached sheet (BEP Training only)

### **BEP Group will not tolerate the behaviour below:**

- Name calling
- Bullying
- Cheating
- Rudeness
- Violence
- Answering back
- Dishonesty
- Discrimination or prejudice of any kind
- Harassment
- Vandalism including graffiti, tagging etc
- Swearing
- Disruptive behaviour

### **Dress Code**

Our dress code enables students to be comfortable whilst enabling students to have their own individuality. Students should ensure that they are dressed appropriately for practical lessons and work placements, wearing protective footwear when required.

#### **Boys**

- Trousers to be no lower than hip level
- No offensive logos on t-shirts
- No hoods are allowed in class rooms at BEP Training (Training providers may vary)

#### **Girls**

- Skirts and dresses are to be of an acceptable length
- No low cut tops
- No offensive logos on tops
- No hoods are allowed in class rooms at BEP Training (Training providers may vary)

**Personal belongings and Mobile Phones (BEP Training)**

All personal items including mobile phones and ipods/mp3 players (including headphones) are to be used during break times ONLY. If a student is seen with their mobile phone and/or ipod/mp3 player (including headphones) in the class room; students will be expected to hand these into reception and these will only be released at break time.

**Smoking, Drugs and Offensive Weapons**

- VIP operates a No Smoking Policy. Students should not bring cigarettes and/or lighters to their allocated provision. If they are found smoking, these items will be confiscated, not returned to the student and parents will be informed.
- VIP has a Zero Tolerance Policy of both drugs and weapons. Police will be informed in all cases of failure to adhere.

Failure to comply with any of the above rules may result in disciplinary procedure, which may result in your removal from the programme.

<b>Student Name (Print):</b>		<b>Date:</b>	
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<b>Student Signature:</b>	
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## Appendix 2 – The 'Big 10'



1. Follow the traffic light system



2. Be punctual to classes



3. No eating or drinking in classes



4. Do not loiter on the Red Route



5. Dress appropriately for your classes  
(no hoods)



6. No mobile phones or MP3 players in classes



7. No smoking



8. No drugs (including alcohol)



9. No weapons



10. Respect others  
(including workers at other units in the business centre)