

STUDENT BEHAVIOUR POLICY & PROCEDURE 2024/25

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1.0 INTRODUCTION

- 1.1 City of Portsmouth College (COPC) expects all students to conduct themselves in a disciplined and orderly manner and to consider the impact of their behaviour on others in the learning environment. This is 'acceptable behaviour.'
- 1.2 Our aim is to support all our students in realising their ambitions and be prepared for the world of work or further study. This policy sets out how we as a college and you as students will work together to achieve this.
- 1.3 COPC expects everyone to uphold its values with regard to behaviour, work completion attendance, and punctuality.
- 1.4 This policy makes clear the system of sanctions that are in place to help students learn from their misjudgments. These are designed to enable students to access the support they need to make positive changes in their behaviour. In this way, all students will be able to benefit from learning in a safe and positive environment. Our experience shows that the majority respond to these interventions without the need for more formal action. Where necessary, however, the college will invoke formal disciplinary procedures, including dealing with incidents of criminal activity.

2.0 SCOPE

- 2.1 This policy is designed to deal with Student Behaviour processes for post 16 students and serious KS4 (Pre 16 Provision) incidents. In all cases of exclusion or likely exclusion this policy and procedure is to be used.
- 2.2 This policy applies to all students. The College may choose to apply it at any time during the academic year, whether or not incidents occur during college term time or on college premises.
- 2.3 Annual monitoring will be conducted of demographic groups to pinpoint any groups that may be over-represented in the learner behaviour process.

3.0 HIGHER EDUCATIONAL COURSES

- 3.1 Where students are on courses delivered as part of validated or franchised programmes with a partner institution, students are subject to the terms of this policy and not that of partner institutions. In this document the College makes a distinction between "misconduct" and "gross misconduct."
- 3.2 Examples of Misconduct although not an exhaustive list:
 - Zero tolerance to weapons
 - Breaching the Student Behaviour Agreement or any other policy set by the College
 - Threatening language
 - Racist, sexist, religious, disability remarks and language including online
 - Disruptive or disobedient behaviour
 - Swearing or spitting
 - Persistent absence or unauthorised lateness
 - Regular failure to attend lessons correctly equipped
 - Persistent failure to meet deadlines or complete coursework

Examples of Gross Misconduct:

- Any action which places students or staff in physical danger or in breach of the law
- Violent behaviour
- Use or possession of illegal substances or alcohol
- Theft, vandalism, forging signatures to fraudulently obtain money
- Attempting to enter the College premises when suspended
- Bullying, harassment, or intimidation including online both on and off college sites
- Abuse of College property
- Plagiarism or cheating in examinations/assessments
- Breach of the ICT Acceptable Use Policy – accessing inappropriate material online

4.0 Responding to behaviour issues in the first six weeks of the academic year (probation period)

- 4.1 If a student is found to be in breach of the Student Behaviour Agreement persistently during the first six weeks after their enrolment, the College reserves the right to terminate their studies with immediate effect. The student should be given appropriate guidance and support through this period in order to make improvements, with a student behaviour contract being issued (see appendix 1). If the student fails to achieve appropriate improvement, the Manager is entitled to cancel the student's enrolment at any time during the first six weeks of study, without recourse to the behaviour procedure. Students in this position will be notified in writing by the Curriculum Manager if their enrolment is terminated.

5.0 Stages in the student behaviour procedure

- 5.1 Poor behaviour and under-performance by students should be managed informally in the first instance. Students should be set clear targets, including behavioural targets, and given informal warnings and deadlines for improving their performance by their learning manager and subject teachers. They should receive praise, encouragement and a Positive Performance Comment in EBS, when they are successful in achieving improvements. If a student fails to make improvements the following disciplinary stages must be followed. Each stage is described in detail in the Student Behaviour Procedure. Cases of misconduct can proceed straight to Stage 2, and in the case of possible gross misconduct, should proceed straight to Stage 3.
- Stage 1 First recorded warning with written agreement of way forward
 - Stage 2 Student Behaviour Meeting
 - Stage 3 Student Behaviour Hearing

5.2 *Students' entitlements*

The student has the right to:

- Understand the Student Behaviour Procedure and the Student Behaviour Agreement, which is included in their induction process.
- Support in understanding the Student Behaviour Procedure.
- Be notified in writing before a Stage 2 or 3 Student Behaviour meeting/hearing.
- Bring a parent/guardian or friend (fellow student, College staff, support worker, signer, or language interpreter) to any Stage 2 or 3 meeting/hearing to support the student in understanding, clarifying any issues or points and answering any questions raised during the hearing.
- See any documentation used during Student Behaviour meeting/hearings, although names of witnesses may be concealed to protect the witnesses, at the discretion of the chairperson.
- Receive formal communication of the outcome of Student Behaviour meeting/hearing no more than five working days after the Student Behaviour meeting/hearing has taken place.
- Appeal against exclusion.

5.3 ***“Cause for concern” and “good performance”***

If any member of staff is concerned about a student’s performance or behaviour, they should complete a Cause for Concern on EBS (log under Profile Notes) and inform the student and the Curriculum Manager. If the student needs to access Additional Student Support (ALS) then the Curriculum Manager should contact the ALS team for a diagnostic interview.

All Cause for Concerns should result in a discussion between the student and a member of staff. If a student receives three Causes for Concern, they should normally be placed on stage 1 of the Student Behaviour Procedure.

Teachers and personal tutors should make note on EBS (log under Profile Notes) of good performance, to acknowledge when students are doing well and inform the student.

5.4 ***The role of the Curriculum Manager, Teachers and Personal Tutors***

The teacher/personal tutor is responsible for maintaining the ILP on EBS, including regularly monitoring and recording progress against target grades and setting SMART targets with the student and signing them off when achieved. Also, they should keep copies of all letters, forms, outcomes, and agreements relating to the Student Behaviour process to be recorded on EBS (log under Profile Notes). The Teacher/personal tutor is responsible for coordinating all communication with the student and other subject teachers during the Student Behaviour procedure.

Curriculum Managers will ensure that outcomes are communicated following any Student Behaviour meeting/hearings by attaching outcomes letters to the Student Behaviour meeting/hearing created in EBS and adding the following staff to that meeting:

- Subject teachers.
- Personal Tutor
- ALS staff and other support workers linked to the student

5.5 ***Dealing with misconduct***

Initially misconduct will result in support for the student, using a “Cause for Concern” and referring the Student to Support Services (Student Experience or Learning Support) as appropriate. In Stage 1 of the Student Behaviour procedure, action may be involved along with support. Persistent failure to improve performance (three cause for concerns in one term) or a breach of the Student Behaviour Agreement will lead to Stage 2 Student Behaviour action. Repeated breaches or a single act of gross misconduct may result in a student being suspended or excluded from the College via the Stage 3 Student Behaviour process.

“Cool Off” Intervention - As part of the stage 1 process managers may opt to utilise a 24 hour “Cool off” intervention. This can be used at any manager’s discretion where minor misconduct or anti-social behaviour has occurred, and a 24-hour cool-off period may prevent further escalation. This should not be used as an alternative to suspension. The cool off intervention should be recorded in the students.

ILP as a cause for concern and the Curriculum Manager informed whenever the intervention is used. Where a student is issued with a Cool Off intervention, they should be asked to leave the site immediately and not return until the following day. Their ID badge should be removed and retained at the front reception to be retrieved the following day from security in order to regain access to site. If the student fails to attend a student behaviour meeting or hearing a decision can be made in their absence. The student will be notified of the outcome within five working days. Parents/guardians/key workers (for Pre 16 KS4 students a school representative must be invited) of

students who are under the age of 18 must be invited to Stage 2 and 3 hearings.

In a case where the student may pose a significant threat to students or staff, the College reserves the right to conduct a Stage 3 Student Behaviour hearing off-site or online. Threats to members of staff should be taken seriously and lead to immediate suspension, until the date of a Stage 3 Student Behaviour hearing.

Where there has been a victim of gross misconduct, the victim must provide a written witness statement and may be invited to attend the Stage 3 Hearing as a witness at the Chair's discretion. They should also be informed of the outcome of the Hearing by the chairperson.

5.6 *Suspension*

If a manager suspects a student is guilty of gross misconduct or repeated acts of misconduct, they can ask the student to return their I.D. card and leave the premises pending further investigation. The student should be informed that they may not re-enter the College premises until notified.

If a student is suspended the curriculum manager or Assistant Principal (if Curriculum Manager has suspended a student) must be informed immediately, given the I.D. Card and provided with a log of the incident that has resulted in the suspension, using Conduct Report Form (see appendix 1 in Student Behaviour Procedure). The student should be sent a formal notification of Suspension by the Curriculum Manager (see appendix 5 template notice of suspension letter in Procedure) informing the student when they may return to college.

Parents/carers of students who are under the age of 18 or have an EHCP must be informed by the Curriculum Manager if the student is suspended, and appropriate arrangements to return the student home must be agreed with parents/carers.

Students between the ages of 14 and 16 should not be instructed to leave the premises unescorted. They should instead be sent to the Pre-16 Co-Ordinator who will contact the relevant sending Secondary School staff and parents/carers.

An email regarding the suspension should be sent by the Curriculum Manager to the Vice Principal Information Services who will update EBS and ICT access, and Head of Estates & Facilities who shall notify security and reception staff.

In cases of possible gross misconduct, the student will usually be suspended until the date of the Stage 3 Hearing. Suspension should be for no more than 5 working days or until the outcome of a Student Behaviour hearing. Online meetings can be used for the Student Behaviour process when it is not possible to hold the meeting at college.

6.0 Involvement of the police

- 6.1 The College reserves the right to involve the police and pursue the legal process if a student is found to be in breach of the law. A Vice Principal or member of the Executive Leadership Team (Senior Manager) should be consulted before the police are involved unless the incident is an emergency situation in which case a Senior Manager should be informed as soon as possible.
- 6.2 If the police are required to escort a student from the premises as a result of dangerous or threatening behaviour, the offending student is automatically suspended for as long as it takes the police to complete their investigations.

- 6.3 The College maintains a zero-tolerance approach to weapons, drugs, and violence. Cases of witnesses' assault or drug use must lead to immediate suspension until the date of a Stage 3 Student Behaviour hearing. If the College is forced to request police intervention, a report of the incident should be placed in the student's file.
- 6.4 Where the Police are involved but a prosecution is not made through lack of evidence, the college may still follow its own Student Behaviour procedures which could lead to the student being excluded from college. Furthermore, a student could face disciplinary action for offences committed outside of college, that potentially put the student or others at risk or brings the college into disrepute.

7.0 Excluded students

- 7.1 Only Assistant Principals/Vice Principal or equivalent acting on behalf of the principal have the authority to exclude a student from the College.
- 7.2 All actions and decisions relating to exclusion should be stored in the Student File and on EBS. The Manager excluding the student is responsible for informing relevant parties such as parents and employers. The timescale of the exclusion must also be made clear to relevant staff. When a student is excluded from college, either as a student or a visitor, this should be reported to the Assistant Principals of Student Support (Student Experience and Learning Support); MIS; ICT and Estates who will notify security and reception staff and add a note to the College student record system.
- 7.3 Information of how a student may appeal an exclusion can be found in the Student Behaviour Procedure. Excluded students may reapply to the college in the following academic year. The facts of their exclusion will be available via EBS to those conducting the interview and will be taken into consideration before a place is offered.

8.0 Associated Policies:

To be read in conjunction with:

- Student Code of Conduct
- Attendance Strategy and Policy
- Fitness to Study Policy
- Equity, Equality, Diversity and Inclusion [EED&I] Policy.
- Drugs and Alcohol Policy.

9.0 Monitoring and Review

This policy will be reviewed annually by the Senior Management Team [SMT]

STUDENT BEHAVIOUR PROCEDURE 2024/25

EMMA

1.0 Introduction

This procedure sits underneath the City of Portsmouth College's (COPC) Student Behaviour Policy and is designed to deal with support and disciplinary processes for post 16 students and serious KS4 (Pre 16 provision) incidents.

2.0 Behaviour Process Outcome Communication

The member of staff putting an intervention in place will communicate outcomes of meetings by attaching outcome letters to the relevant behaviour meeting created in EBS and adding the following staff to that meeting:

- Subject teachers
- ALS staff and other support workers linked to the student

2.1 Stage 1 – First recorded Stage of Procedure

The First recorded stage is the middle ground between student support and Student Behaviour procedures. At this stage we are mainly concerned with fostering self-discipline and monitoring targets for improvement. Every effort should be made to ensure that the student is given the opportunity to identify their problems, set improvement targets and change their behaviour accordingly.

“Cool Off” Intervention - As part of the stage 1 process managers may opt to utilise a 24-hour “Cool off” intervention. This can be used at any manager's discretion where minor misconduct or anti-social behaviour has occurred, and a 24-hour cool-off period may prevent further escalation. This should not be used as an alternative to suspension. The Cool off intervention should be recorded in the students ILP as a cause for concern and the Curriculum Manager informed whenever the intervention is used.

Where a student is issued with a Cool Off intervention, they should be asked to leave the site immediately and not return until the following day. Their ID badge should be removed and retained at the front reception to be retrieved the following day from Security in order to regain access to site.

If a student is found to be in breach of the Student Code of Conduct during the first 6 weeks of study, their enrolment can be cancelled without recourse to the Student Behaviour procedure. During this period, students may be sent a letter by the Curriculum Manager advising them that they have been withdrawn. Students who breach the code of conduct after 6 weeks of enrolment enter Stage 1 of the Behaviour Management procedure. The Personal Tutor/Teacher is responsible for dealing with the first stage but may work with their Curriculum Manager in planning the approach. Students normally enter Stage 1 if they have received three Causes for Concerns (log in Profile Notes on EBS) or there is an issue of misconduct.

Protocol for the Stage 1 Student Behaviour Meeting:

- Curriculum Manager advises the student verbally that they must attend a Student Behaviour meeting which is created within EBS (log in Pastoral Tutor).
- Hold a formal meeting between the student and their personal tutor/teacher to discuss behaviour and progress, and any breaches of the Student Code of Conduct.
- If necessary, the subject teacher may also attend the meeting.
- Targets for improvement should be recorded in the ILP.
- The date for the Progress Review Meeting should be set for 10 days after the Stage 1 Meeting.
- If student is under 18 or has an EHCP parents/carers will be invited to the meeting.

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- If an apprentice, the employer will be invited to the meeting.

The Stage 1 Progress Review Meeting

The review meeting is conducted between the student and their personal tutor/teacher. At the progress review meeting, the personal tutor/teacher evaluates the progress the student has made against their improvement targets in the ILP. If the student has met their targets, the learning manager should inform the student and update their Positive Performance Record in the ILP. If the student has not met their improvement targets, the learning manager should inform the student that they are referred to a Stage 2 Student Behaviour Meeting with the Curriculum Manager. The student is issued with further improvement targets.

If a student is referred to Stage 2, the student must be sent a letter, inviting them to the meeting, (Appendix 3), which should take place 5-7 working days after the Stage 1 Progress Review meeting. If a student is under 18 or has an EHCP, a copy of the letter should be sent to their parents/carers or school. If an apprentice a copy of the letter should be sent to the employer.

2.2 Stage 2 – Written Warning and Student Behaviour Meeting

Stage 2 is a formal warning to the student that their behaviour must change if they are to remain at the College. At this stage, we hope that this warning will help them reflect and decide to make the necessary changes to enable them to succeed. Every effort should be made to ensure that the student understands the reasons for the warning, and the consequences of failing to improve.

The Stage 2 Student Behaviour Meeting is chaired by the Curriculum Manager, with the following members attending:

- Personal tutor and/or Teacher
- Student
- Parents /Carers/key stage 4 representative from school if under 18 or has an EHCP
- Employer for Apprentice

Protocol for the Stage 2 Student Behaviour Meeting:

- Curriculum Manager creates a Stage 2 Student Behaviour meeting category in EBS (log in Pastoral Tutor) and generates relevant letters to send to student /parents /carers /school / employer inviting them to the meeting.
- At the meeting, the Chairperson explains the Student Behaviour procedure and keeps a written record of the meeting, which is recorded on EBS (log in Pastoral Tutor).
- The personal tutor/Teacher presents information about the student's conduct and progress.
- The personal tutor/Teacher presents the student's improvement targets from their Stage 1 Progress Review Meeting, Cause for Concern(s), and the register of attendances.
- Student is given time to present their views.
- Parents/carers/school/employer presents their views.
- Chairperson asks the student and parents/carers/employer to leave the room.
- Chairperson announces the outcome of the Student Behaviour meeting.

Stage 2 Student Behaviour Meeting Outcomes

All students attending a Stage 2 meeting will be set new improvement targets (in their ILP). Students under the age of 18 will be issued with a Student Behaviour Contract (see appendix 1) to cover the until

the Progress Review Meeting. Any student who refuses to co-operate with this process moves straight to the Stage 3 Student Behaviour Hearing.

Students will be offered on-going support and guidance from their Personal tutor/teacher throughout this period. The Personal tutor is responsible for contacting the other support staff who may be able to help the student achieve their improvement targets.

Employers of work-based students must be notified by the Curriculum Manager when a written warning is issued. Parents/carers/key workers/ key stage 4 school representatives of students under the age of 18 or have an EHCP, for an apprentice the employer, who do not attend the meeting, must be informed when a written warning is issued.

Stage 2 Progress Review Meeting

Following the Stage 2 Student Behaviour Meeting the student is sent a letter which contains the date of the Progress Review Meeting, which takes place after identified period following the Stage 2 meeting. At the review meeting the Personal tutor/Teacher and Curriculum Manager evaluate the progress that the student has made against their improvement targets. If the student improves, the Curriculum Manager will inform the student and update their ILP. If the student returns to the previous poor conduct following the behaviour review period, the personal tutor should consult the Curriculum Manager and may either proceed to Stage 3 or conduct another Stage 2 meeting.

If the student has not met their improvement targets, the Curriculum Manager will inform the student that they must attend a Stage 3 Student Behaviour Hearing. The student must be sent a letter (Appendix 4), advising them of the date of the Stage 3 Hearing. A copy must also be sent to the parents/guardians/carers/ key stage 4 school representative of under 18 students, and employers of an apprentice, and a record placed in the student file. It is important that all reasonable steps are taken to support a student before a Stage 3 Hearing, and that these steps are recorded in the ILP.

In some cases, it may be necessary to formally suspend the student until the date of the Stage 3 Hearing. Formal suspension must be endorsed in writing (Appendix 5), and the Personal tutor must be advised of the student's suspension. Suspension should be for no more than 10 working days or until the outcome of a Student Behaviour meeting/hearing.

Note: In the case of a suspension of a Key Stage 4 student, students between the ages of 14 and 16 should not be instructed to leave the premises unescorted. They should instead be sent to the Curriculum Manager for KS4 who will contact the relevant sending Secondary School staff and parents/guardians.

2.3 Stage 3 – Behaviour Management Hearing Procedure

Students at Stage 3 of the Student Behaviour procedure will not have met the improvements required of them at previous stages and will have built up a cumulative record of misconduct or will be at this Hearing for an incident of gross misconduct. In a case of gross misconduct, the student will often have been suspended until the date of the Hearing.

An Assistant Principal will chair the Student Behaviour Hearing and will create a Stage 3 meeting category in EBS (Pastoral Tutor) and generate the Stage 3 Notification Letter (Appendix 4) to notify the following people, giving 5-7 working days advance warning:

- The student
- The parents/ carers of an under 18 students or have an EHCP

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- The employer of an apprentice
 - Key stage 4 school representative

The Personal tutor should also check informally that the student knows the time and place of the hearing. The Curriculum Manager should collect the views of other involved members of staff and/or witnesses prior to the hearing. The Curriculum Manager should receive from the Personal tutor/ Teacher the Personal tutorial reviews, any improvement targets set, and register information about the student in preparation for the Hearing.

Protocol for the Stage 3 Behaviour Management Hearing:

The Hearing panel should have the membership listed below:

- Assistant Principal: (chairperson)
- Curriculum Manager: (presenting person)
- Independent Manager
- Student / Apprentice
- Parents or carers
- Key stage 4 school representative
- Employer of Apprentice

Where there has been a victim of gross misconduct, this person must be asked for a written witness statement (Appendix 1) which will be considered at the hearing:

- Curriculum Manager presents the evidence from staff and/or witnesses.
- Curriculum Manager presents documentary evidence (reviews, improvement targets, attendance record, cause for concern, which are on the EILP).
- Curriculum Manager gives a recommendation to the chairperson/panel.
- Student and parents/carers/school/employer present their views.
- Chairperson asks all except the impartial panel member to leave and arrives at a decision.
- Chair seeks the views of an independent manager to check the evidence and the contributions made in the meeting and on the proposed outcome following the hearing.
- Decision is presented in writing (see appendix 5, 6 or 7), using the outcome templates, within
- 5 working days to the student, parent/guardian, school representative, Personal tutor, Teacher, Curriculum Manager, and any other stakeholder including employer.

Stage 3 Student Behaviour Hearing Outcomes

The chairperson may decide that the student should be:

- Given another chance to improve in which case the student receives a Final Written Warning, and the learning manager draws up a Student Behaviour Contract (see appendix 1). A date for review shall be agreed with the Chairperson. Failure to meet these final conditions will result in automatic exclusion with no requirement for another Stage 3 Hearing.
- Excluded for the remainder of the academic year. The student may re-apply for a College place next year, but a record of their exclusion will be available during enrolment. In this case, special conditions regarding their return to the College may be included.
- For key stage 4 students exclusion means exclusion only from the College provision. The student is returned to the sending school.

If the chairperson decides that the student will be allowed a final chance, a letter is issued detailing the

date of the review meeting, (Appendix 5). If the student is excluded from the College a Notification of Exclusion (Appendix 7) is sent to the student to arrive no more than five days after the date of the hearing. The excluded student must hand over their College ID Badge to the chairperson.

If the student fails to attend the Hearing a decision will be made in their absence, and they will be notified (Appendix 5). The Hearing may be re-scheduled to a later date, or the student may be excluded. The Notification of Exclusion letter explains that the student can lodge an appeal against the decision of the Stage 3 Hearing.

2.4 The Right to Appeal

Appeals may only be made when a student has been excluded, following a Stage 3 Disciplinary Hearing. The request for an appeal must be made in writing to the chairperson of the stage 3 hearing not more than 10 days after the outcome of the hearing is announced. The College reserves the right either to dismiss the request for an appeal, or to hold an Appeal Hearing.

2.5 The Appeal Hearing

All relevant papers should be passed to a Vice Principal within five working days. The Appeal Hearing panel assembled by a Vice Principal must have the membership listed below:

- Vice Principal: (chairperson)
- Assistant Principal: (presenting person)
- Independent Manager
- Student
- Parents/carers
- School
- Employer

Protocol for the Appeal Hearing:

- The chairperson explains the protocol for the appeal hearing.
- The Assistant Principal presents information from members of staff and/or witnesses.
- The Assistant Principal presents documentary evidence (student behaviour contracts, cause for concern).
- Student presents their view.
- Parents/carers/school/employer present their views
- Chairperson arrives at a decision
- Decision is presented in writing, using the outcome templates, within 5 working days to the student, parents/carers, School representative, Personal tutor, Teacher, and any other stakeholder including employer.

The decision of the chairperson is final. The student will be informed of the outcome of the appeal within five working days of the hearing.

If the student is allowed to remain in College, the student may be required to make improvements. The improvements should be agreed between the student and the College and will be formally endorsed in the student's behaviour contract.

Where improvement targets are set, a date for review shall be agreed with the Curriculum Manager. If the student fails to improve by the review date the student shall return to Stage 3 in the Student

Behaviour procedure. Students who are allowed to remain in College will receive ongoing support and guidance from their Personal tutor.

If the exclusion is upheld the student must leave the College and not return for any reason until the exclusion period is over. The student will be sent a notification of exclusion letter (Appendix 7).

3.0 Students in receipt of Additional Learning Support

Where a student has an identification of support needs, or any other special circumstances such as a learning difficulty or disability, mental health issues, is a Looked After Child, the Vice Principal (Foundation Adult Learning) and/or the Vice Principal (Student Experience) will determine whether a Student Behaviour Meeting, or a Fitness to study meeting or where the student have an EHCP an emergency EHCP Support review meeting is called with the parents/carers and case workers. The Local Authorities must be informed if there is a risk of exclusion from the college for all EHCP students.

If the Student Behaviour or Fitness to Study meeting is deemed to be the appropriate course of action, the students, parents or carers and representatives of any external agencies involved with the student will be invited to the review meeting.

These meetings will be attended by at least two of the following staff:

- Assistant Principal – Foundations & learning Support
- Assistant Principal (Student Experience)
- Curriculum Manager Foundation Prospects

The meeting will consider any additional support required by the student and whether or not the College can reasonably provide the level of support needed. It will also consider whether there are suitable alternative programmes within the College to which the student would be better suited. The Chair of the meeting may recommend exclusion from the College if additional support and/or alternative arrangements as outlined above are not reasonably possible.

The Chair of the meeting will write to the student and his or her representative with the outcome within 7 working days. If the meeting has recommended that the student be excluded from the College, or be placed on another programme of study, the Chair will make it clear that this is a recommendation that must be confirmed by the Vice Principal (Foundation and Adult Learning) and/or the Vice Principal (Student Experience)

If the Vice Principal (Foundation and Adult Learning) and/or the Vice Principal (Student Experience) decides that a student should not be excluded or placed on another programme this will be communicated to the student in writing in 7 working days. The letter will explain any alternative action that is being taken and what the student needs to do. For a student who is under the age of 18 the letter confirming the decision must also be sent to the student's parents/carers.

If the Vice Principal (Foundation and Adult Learning) and/or the Vice Principal (Student Experience) believes that the recommendation of the meeting is appropriate, he or she will confirm the decision by sending a letter to the student and a copy to the Principal within 7 working days.

For a student who is under the age of 18 or has an EHCP, the letter confirming the decision must also be sent to the student's parent or carer. If the decision is to exclude, or that the student be placed on another programme of study, the letter will also include details of the Appeals procedure.

4.0 Criminal Offences

Where any member of staff has reason to believe that a student may have committed a criminal offence, the member of staff must refer to the Vice Principal (Student Experience) as per the Student Criminal Conviction Declaration and Risk Assessment Policy and Procedure.

5.0 Timescales

With the exception of the time allowed for lodging an appeal, time periods stated in this procedure are for guidance and may be varied by the College in exceptional circumstances. Written notice of any changes will be given to the student.

Periods of days in this procedure are working days. Documents sent by first class post will be deemed to be received within two days of posting.

6.0 Monitoring Arrangements

The outcomes of Stage 2 and Stage 3 will be analysed by protected characteristics age, disability, gender, and race and reported to SMT and Learning & Quality Committee.

Incidences of bullying and harassment will be reported to and monitored by the College's EED&I Committee.

APPENDIX 1 – Student Behaviour Contract

Student Behaviour Contract

Name of Student:

ID Number:

Date of issue:

Duration of Contract:

I will:

1. Attend 100% of my timetabled lessons
2. Be on time for all my timetabled lessons
3. Engage and co-operate in learning activities
4. Submit work on time
5. Behave in a respectful and appropriate manner towards staff and fellow students, whilst on site and off site.
6. Only be on campus when timetabled to be on site
7. Only vape in designated areas on the campus.
8. Not play music loud in corridors or communal areas

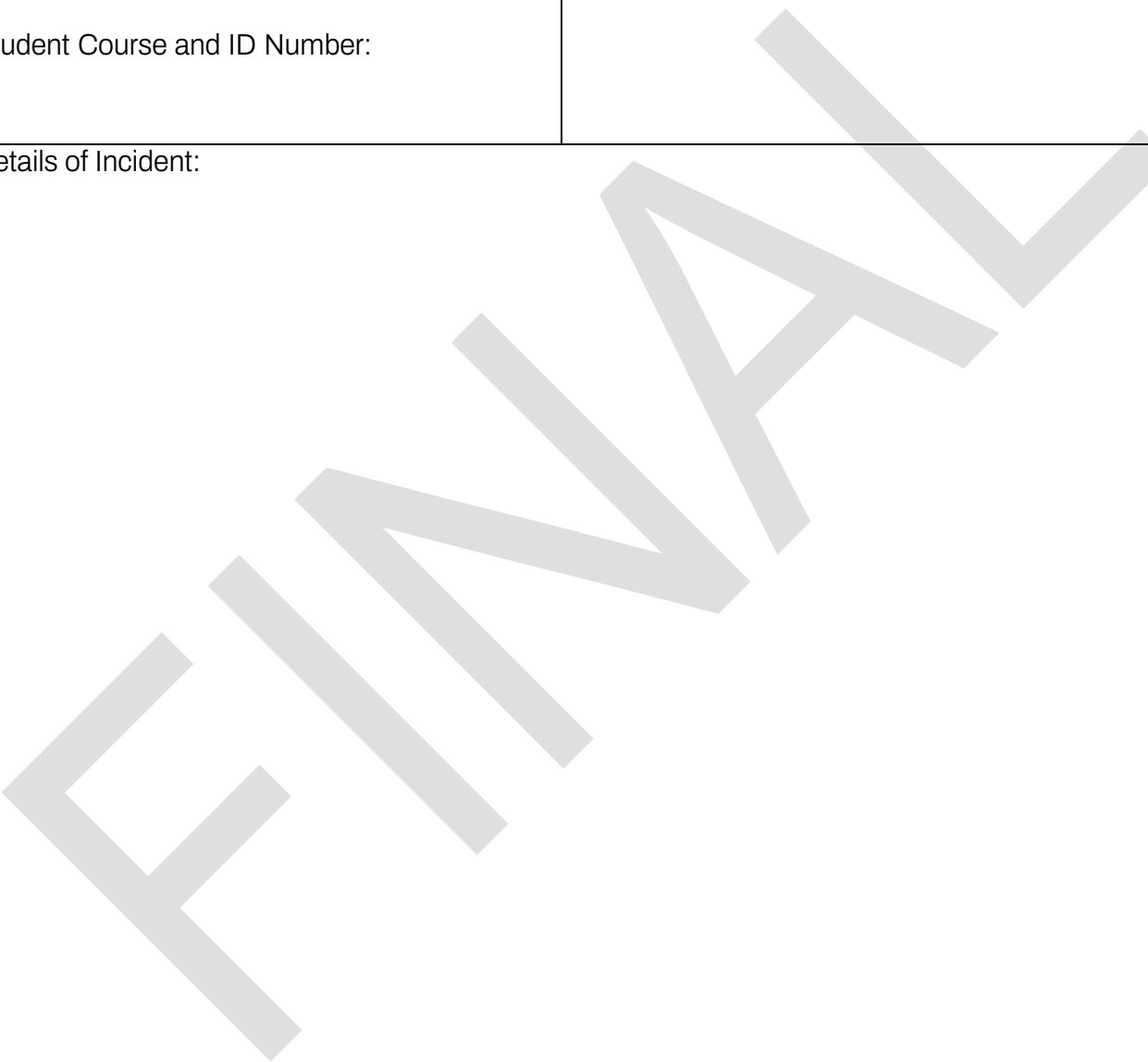
Any breach of these conditions will result in automatic exclusion.

Students Signature:

Parent/Carer Signature:

Staff Signature:

Appendix 2 – Conduct Report Form / Witness Statement, by student or Staff

Staff / Student Name:	Date of Incident:
Staff Title/Position:	Campus:
Student Course and ID Number: Details of Incident: 	
Signature:	
Date:	

Appendix 3 – Letter 1: Notification of Stage 2 Student Behaviour Meeting

[insert date]

Dear [insert student's name and ID number]

You attended a stage 1 Student Behaviour meeting held on (insert date) with (insert personal tutor name) where it was decided that you had not satisfactorily met your agreed targets, and therefore received this written warning. The student behaviour agreement which you signed at the Stage 1 meeting will be reviewed on (insert date, room number and time).

In the Student Behaviour Meeting you will meet with your Personal tutor and/or Teacher and Curriculum Manager who will review how well you are progressing in making improvements. Please make every effort to meet your targets so that it is not necessary to progress your case.

Yours sincerely,

[insert name insert job title]

CC: Parent /Guardian / carer if student is under 18
Employer, if student is work-based,
Personal tutor for student file

APPENDIX 4 – Letter 2: Notification of Stage 3 Behaviour Hearing

[Insert date]

Dear [Insert student's name and ID number]

EITHER:

You attended a stage 2 progress review meeting held on (insert date) with (insert Assistant Principal Name) where it was decided that you had not satisfactorily met your agreed targets, and therefore will progress to a stage 3 Student Behaviour hearing. This is the third and final stage of the Student Behaviour Procedure.

OR:

On [insert date] you were suspended from College, on suspicion of an act of gross misconduct. (Insert brief details of the act the Student is accused of).

A final stage 3 Student Behaviour hearing will be held on (insert date – 5 working days from the date of stage 2 review meeting) with (insert Assistant Principal Name). Your parent/guardian will also be invited to attend this meeting, or if you are over 18 you may choose to bring a friend or representative from the Student Union. You will be given an opportunity to explain the steps you have taken to improve your progress. At the end of the meeting, we will decide to either:

- Take no further action at this time, but keep a record of the final written warning in your file
- Exclude you from College

Yours sincerely

[Insert your name Insert title]

CC: Parent / Guardian / Carer if student is under 18
Employer, if student is work based
Personal tutor for student file

APPENDIX 5 – Letter 3: Notification of Stage 2 Student Behaviour Outcome or notification of a Stage 3 Student Behaviour Hearing Outcome (*delete as appropriate)

[insert date]

Dear [Insert student's name and ID number]

The Student Behaviour meeting/hearing* which took place on (insert date) reached the decision to Either
—* delete as appropriate

*Allow you to continue at College, provided you are successful in following the student behaviour agreement which you signed at your Stage 2 Meeting. You are required to attend a Progress Review Meeting on (insert date, room, and time). We hope that you will work hard during the review period and seek support from your learning manager and subject teachers to enable you to be successful on your course.

OR

* Allow you to continue at College, provided you are successful in following your improvement targets which you agreed too at your Stage 3 Hearing. You are required to attend a Progress Review Meeting on [insert date, room, and time]. You should be aware that you must follow the improvement targets on a daily basis. Failure to achieve your action plan will result in immediate exclusion from College.

Yours sincerely,

[Insert name insert title]

CC: Parent / Guardian / Carer if student is under 18
Employer if student is work-based
Personal tutor for student file

APPENDIX 6 – Letter 4: Notification of suspension

[insert date]

Dear [insert name and ID number]

Following an incident that took place on [insert date] you were asked to leave the College premises by [insert name of staff member].

Either

*I am writing to confirm that you are suspended until [insert date]. After this date you are free to return to College and must seek immediate guidance from your Personal tutor on how to improve your progress.

Or

*I am writing to confirm that you are suspended and should not attend College until a Student Behaviour hearing takes place on [insert date, room, and time]. You are required to attend the meeting. If you are under 18 you may bring a parent or guardian, or if you are over 18 you may bring a friend or representative from the Student Union.

This investigation is part of Stage 3 of the Student Behaviour Procedures, a copy of which is enclosed. At the

end of the Student Behaviour hearing the investigating officer may:

- Dismiss the case
- Give you a written warning and behaviour agreement
- Exclude you from your course(s)

We need you to provide us with the following information no less than 3 days before the hearing:

- that you will/will not be attending the hearing
- the name(s) of anyone who will be coming with you
- if you need a translator or support worker

If you do not attend the hearing, the hearing may still take place and you will be informed in writing of the decision made.

Yours sincerely,

[Insert name] [Insert title]

CC: Parent / Guardian / Carer if student is under 18
Employer if student is work-based
Personal tutor for Student File

APPENDIX 7 - Letter 5: Notification of Exclusion

(insert date)

Dear (Insert name and ID number)

The Student Behaviour hearing which took place on (insert date) reached the decision that you would be excluded from College for (insert length of time) from the date of the hearing. You are excluded for (insert reasons). You have the right to reapply to College at the start of next academic year.

You have the right to appeal against this decision. If you wish to appeal you must clearly state your reasons for appeal and send them to the chairperson of your Stage 3 Hearing, within 10 days of the date of receiving this letter. The College reserves the right not to allow an appeal hearing to take place if insufficient evidence is provided.

Yours sincerely,

(Insert Name. insert title)

CC: Parent / Guardian / Carer if student is under 18
Employer if student is work-based
Personal tutor for Student File

APPENDIX 8 - Chairperson's Student Behaviour Meeting Preparation Guide Equality Impact Assessment: Making Reasonable Adjustments

Student details

1. Details of student from EBS - previous qualifications – do these match entry criteria for course? Current exam enrolments and achievements – is the student succeeding?
2. EBS - access the student's timetable – does the timetable suit the student's needs, i.e., is Attendance & Punctuality low at any particular sessions (ask student why), are any support/targets required to enable the student to meet the attendance and punctuality target. Are any changes or adjustments required to the student's timetable?
3. Access the student's ILP to see their attendance and punctuality, target grade, progress, when they last logged in, SMART targets (related to behavioural issues, academic issues) Reviews – what learning manager and teachers have written about student's progress.

Individual needs – are we making reasonable adjustments?

4. Is any support required in place? i.e., ALS, mentoring support, counselling, anger management.
5. Are any outside agencies or support services involved? i.e., Youth Offending team, community service, asylum seeker, care leaver.
6. Does the student have any diagnosed specific learning difficulties/disabilities? i.e., ADHD, Asperger's, dyslexia, dyspraxia.
7. Does the student have any health issues and/or mental health issues which impact on their attendance or ability to study?
8. Has the student any specific family and/or housing issues which impact on their attendance or ability to study?
9. Does the student have any barriers to communication including ESOL, deafness, Asperger's syndrome, dyslexia?
10. Does the student have any specific religious or cultural needs which impact on their ability to attend and succeed at College?