

**The
Sheffield
College**

POLICY

Student Positive Relationships and Behaviour Policy

[Document Reference:]

Document administration.

Policy family	Learning	
ELT owner	Vice Principal - Student Experience	
SLT lead	Director of Student Services	
Department	Student Experience	
Final approving body	Teaching, Learning, Quality and Student Experience Committee	
Approval date	11 June 2025	
Review frequency	Bi-annual	
Next reapproval date	June 2027	
Equality impact assessment	Completion date: April 2025	EQIA not required <input type="checkbox"/>
Environmental impact assessment	Completion date: N/A	ENIA not required <input checked="" type="checkbox"/>
Publication	Staff intranet <input checked="" type="checkbox"/>	External website <input checked="" type="checkbox"/>

Version control log

Date	Version No	Summary of changes	Reviewed by (SLT lead)
May 2019	V2	Page 3 Added 'age' Page 3 Added comment on breach of the Equality Scheme, security or safety' Page 4 Added comment on safeguarding guidelines Page 7 Added comment on the right to withdraw a student due to attendance	Head of T&SP / APSE
June 2020	V3	Page 3 Added reference to the 'COVID-19 Student Charter' Page 3 Added COVID-19 section	Head of T&SP / APSE
May 2021	V4	Pages 3 & 9 Added references to cyberbullying Pages 3 & 9 Added references to sexual harassment / violence Page 3 Added reference to FREDIE values Page 4 Added reference to apprentices Page 5 Change APSE to VPSE Page 6 Added Attendance, Punctuality and Engagement procedures as a related document Page 7 Added guidance regarding the continuation of internal investigations where there is police involvement Various pages Added reference to CTL	Head of T&SP / VPSE
May 2022	V5	Page 4 Updated the COVID-19 section to reflect current situation Page 8 Added information to Investigation section about provision of learning whilst on a Time Out Page 9 Added information to Time Out section about provision of learning whilst on a Time Out Page 10 Added information regarding prohibited items Page 12 Added when SEND would support the behavioural support and disciplinary process Page 13 Added information about managed transfers alongside final written warning outcome	Head of T&SP / VPSE
May 2023	V6	Throughout Update FREDIE to FREDIE+ Page 8 Changed 'The Sheffield College' to 'All staff working at the Sheffield College must be....' Page 8 Removal of Covid-19 paragraph Page 8 Inclusion of 'unlawful discrimination'	Head of T&SP / VPSE

		<p>Page 8 Changed 'The Sheffield College' to 'College staff'</p> <p>Page 12 Included a paragraph on Trauma Informed approaches</p> <p>Page 10 Added Staff Responsibility paragraph</p>	
April 2024	V7	<p>Page 8 Added Purpose to section 1:1 including clear outline of high expectations</p> <p>Page 8 Additional line regarding freedom of speech</p> <p>Page 9 Scope & Objectives makes clear reference to Student Handbook and Student Charter</p> <p>Page 10 Responsibilities of the Director of Student Services and the Head of Tutorial & Student Progress updated to include quality assurance</p> <p>Page 10 Personal Tutor, Student Mentor and Work Based Tutor responsibilities updated</p> <p>Page 10 Responsibilities added regarding linking with the Quality Team</p> <p>Page 11 Responsibilities of the Safeguarding Team included</p> <p>Page 11 Responsibilities of High Needs Student Advocates included</p> <p>Page 11 Responsibilities of Main Grade Lecturers included. Programme Co-ordinator reference included. Focus placed on 'relevant staff' undertaking a trauma informed practice'</p>	Head of T&SP / DoSS / VPSE
April 2025	V8	<p>Title Change: Student Positive Relationships and Behaviour policy</p> <p>Page 7 Updated 'Purpose' section to focus on relationships and belonging</p> <p>Page 7-8 Updated 'Objectives' section to ensure FREDIE+ values are underpinning the policy</p> <p>Page 8-9 Updated 'Responsibilities' section to focus on strategic leadership and include wider range of posts from Academy areas such as Curriculum Managers & Programme Coordinators</p> <p>Page 10 Updated 'Implementation Arrangements' section to focus college-wide culture</p> <p>Page 14 Updated section on Disciplinary Hearing for Hearing to be heard by a Panel of two (from a VP/AP and an Academy Director)</p> <p>Page 11-16 Updated Procedures: Quick Guide for Staff</p> <p>Page 16 Updated Prohibited Items list to include 'Combat Gloves' and personal tools</p> <p>Page 18 Updated section on Behaviour Triggers</p> <p>Pages 19-20 Updated section on procedural stages</p> <p>Throughout: Changed title of SEND to Learning Support and Inclusion</p> <p>Throughout: Increased reference to curriculum involvement and collaborative working</p>	Head of T&SP / DoSS / VPSE

Contents

Section	Contents	Page
1	Purpose	7
2	Scope, aims and objectives	7-8
3	Responsibilities	8-9
4	Definitions	9-10
5	Implementation Arrangements	10
6	Monitoring and Review	10
7	Staff Procedures	
	7:1 Quick Guide for Staff	11-16
	7:2 Useful Information	17
	7:3 Guide to Types of Behaviour that could trigger the policy	18
	7:4 Summary of procedure at each stage	19-20
	7:5 Student Positive Engagement and Behaviour Flowchart	21
8	Appendices List	22
9	Flowchart of Communication and Quality Process	23

Appendices

Appendix	Description	Page
Appendix Y.1	Letter - Yellow Stage (PEP)	24
Appendix A.1	Letter - Amber Stage 1 - escalation	25
Appendix A.2	Letter - Amber Stage 1 - first contact	26
Appendix A.3	Letter - Amber Stage 1 - meeting invite	27
Appendix R.1	Letter - Red Stage 2 - escalation	28
Appendix R.2	Letter - Red Stage 2 - meeting invite	29
Appendix I.T	Template - Misconduct Investigation	30-31
Appendix D.1	Letter - Time Out leading to possible Disciplinary	32
Appendix D.2	Letter - Disciplinary Hearing- Gross Misconduct	33
Appendix D.3	Letter - Disciplinary Hearing - escalation	34
Appendix D.4	Conducting of a Disciplinary Hearing	35
Appendix D.5	Letter - Outcome of Disciplinary Hearing - reinstatement	36
Appendix D.6	Letter - Outcome of Disciplinary Hearing - final written warning	37
Appendix D.7	Letter - Outcome of Disciplinary Hearing - exclusion	38
Appendix AP.1	Letter - Appeal Invitation	39
Appendix AP.2	Conducting an Appeal	40
Appendix AP.3	Outcome of the Appeal	41

Associated documents

Document	Description and link
1	Apprenticeship Behavioural Procedures
2	Attendance, Punctuality and Engagement Procedures
3	Equality Scheme
4	Induction and Tutorial Procedures
5	Safeguarding Policy Procedures and Guidelines
6	Searching, Screening and Confiscation Policy
7	Student Charter
8	Student Risk Assessment
9	Sheffield College Logging One to Ones
10	Fitness to Study Procedures

1. Purpose

The policy sets out our expectations regarding student and apprentice (student) behaviour and conduct. It highlights the importance of appropriate positive relationships to foster positive student engagement and behaviours which enable everyone to feel a sense of belonging at The Sheffield College. In addition, the policy provides guidance and clarity on how to provide support through appropriate intervention, as required, to ensure a safe and productive environment for all members of our college community.

2. Scope, aims and objectives

2:1 Scope

This policy covers the whole college student community.

It applies when students are on college premises, on college transport or on college related activities off site. The college will also act where behaviour, including online behaviour, can be linked to the college and could bring the college into disrepute and/or endanger its staff and/or students.

The policy does not cover academic misconduct, which is investigated as part of the requirements of the awarding body.

Where provision is sub-contracted, the college will agree with the subcontractor, as part of the contract, whether we require the sub-contractor to carry out these procedures on the college's behalf.

2:2 Aims

That trauma informed approaches and restorative practices are utilised to enable students to be ready, respectful, and safe.

It aims to foster a culture of high support which leads to tangible improvements to student behaviour, but deal with ongoing unacceptable, illegal or dangerous behaviours in a fair and swift manner through clear disciplinary procedures.

2:3 Objectives

Our objectives include supporting students to:

- create an environment where positive behaviours are at the heart of productive learning
- develop the highest standards of personal conduct, developing professional behaviours and attributes required for employment
- develop strategies, skills and attributes which enable them to self-regulate
- treat one another in line with our FREDIE+ values and with dignity, to develop appropriate positive relationships, make good choices and take responsibility for their conduct.

It is recognised that some students will display behaviours which raise concerns and require intervention and behavioural support from staff to achieve their full potential.

Further objectives include:

- ensuring that inappropriate behaviour such as unlawful discrimination, bullying, including cyberbullying, harassment, including sexual harassment or violence, or victimisation due to age, disability, gender reassignment, marriage and civil partnership, pregnancy and

maternity, race, religion or belief, sex, or sexual orientation are behaviours that are rare but, where they do occur, are tackled fairly and swiftly

- ensuring that students are subject to fair disciplinary procedures where behaviour support does not bring about the desired change.

We reserve the right to refuse entry to our premises or to any of our programmes on the grounds of a suspected breach of the Equality Scheme or Safeguarding policy and related procedures.

3. Responsibilities

The **Vice Principal Student Experience** is responsible for overseeing the strategic development of the policy and related procedures.

The **Director of Student Services** is responsible for the quality assurance, review and further development of the policy and procedures.

The **Head of Tutorial and Student Progress** is responsible for leading and monitoring the implementation of the policy and procedures.

The **Quality and Standards team** are responsible for checking that the implementation is consistent, in line with this policy and impactful in each Academy, School or Sector through Spotlight processes.

Academy Directors or equivalent (in Higher Education / Apprenticeship provision) are accountable for standards of student behaviour in their Academy, School or Sector.

Heads of Student Experience or their agreed equivalent (where there is no Head of Student Experience post), are responsible for implementation of this policy within their Academy, School or Sector and will undertake investigations of alleged misconduct involving their students.

Curriculum Managers are responsible for ensuring Red Stage contracts are implemented in a timely manner and in line with this policy and its procedures.

Programme Co-ordinators or Work Based Learning Tutors (on apprenticeship provision) are responsible for ensuring Amber Stage contracts and Yellow Stage interventions are implemented in a timely manner and in line with this policy and its procedures.

Personal Tutors are responsible for working collaboratively with curriculum teams to ensure that Yellow Stage interventions are implemented in a timely manner or escalate to the Programme Co-ordinator for an Amber Stage contract in line with this policy and its procedures. Personal Tutors are also responsible for ensuring their student receives support from a Student Mentor where they identify them as high-risk

Student Mentors are responsible for providing additional bespoke wrap-around support for students identified as high-risk following enrolment or later via the allocated Personal Tutor in line with this policy and its procedures. Where possible, they should also work with medium risk students. Student Mentors are also responsible for acting as a student advocate and organising re-integration and restorative justice meetings for students on return from Time Out in line with this policy and its procedures. They are also responsible for reducing internal absenteeism by

participating in regular behaviour walks to engage with students and pro-actively encourage them to class.

The **Designated Safeguarding Practitioner (DSP)** team will support curriculum teams to implement appropriate safeguarding support (including advising on the completion of risk assessments and safety plans) where student behaviours may place themselves or others at significant risk of harm. However, responsibility for the implementation of this policy and its procedures is with the curriculum and pastoral teams, including overall decisions relating to disciplinaries, withdrawal or exclusions which remain with the Curriculum Leadership Team.

High Needs Student Advocates will provide tailored, agreed upon, supportive interventions for funded High Needs Students. However, where appropriate, the High Needs Student Advocate will also support students with complex Special Educational Needs (SEN) where the student is identified as being "at risk". Interventions that a High Needs Student Advocate may deploy include:

- exploring low attendance when due to complex SEN
- supporting progress in classes by eliminating barriers to learning in and around the classroom environment
- supporting positive behaviour in and around the college
- developing independence skills for wider life, learning and work to support preparation for adulthood
- attending meetings with the student where they have been referred through official college policies
- working with Pastoral, Curriculum and Learning Support teams around coordinated interventions
- referring to appropriate internal or external agencies for further support.

Lecturers will plan and implement strategies to manage student behaviours in the classroom and across college campuses in line with our student behavioural expectations. They are expected to work collaboratively with all delivery staff and pastoral teams to share behavioural concerns and support strategies for improvement.

Other Delivery Staff will plan and implement strategies to manage student behaviours in the classroom and across college campuses in line with our student behavioural expectations. They will work collaboratively with pastoral teams to share behavioural concerns and support strategies for improvement.

All **staff** are expected to support student behaviours across college campuses as an aspect of their role. Staff are responsible for developing professional knowledge regarding Trauma Informed approaches to behavioural support and intervening to support positive behaviours to meet our high expectations as required. It is important that all staff are supporting students to develop self-regulation and develop positive relationships in college and the local community.

4. Definitions

Positive engagement: Behaviour that leads to the best possible outcomes for the individual. It supports community cohesion, a positive learning environment, maintains safety and upholds the good reputation of the college.

Poor engagement: Behaviour that, if left unaddressed could impede the chances of the individual being successful, harms others or damages relationships between people, brings the college into disrepute or damages the environment.

Restorative practice: Involves a proactive approach to preventing harm or conflict and encourages the use of activities that repair harm where conflicts have already arisen. This approach encourages and enables people to communicate effectively and positively.

Restorative practice supports people to recognise that all their activities, including online, affect others and that individuals are responsible for their choices and actions. It expects that individuals are held accountable and enables them to reflect on how they interact with each other. It also allows individuals to consider how best to prevent harm and conflict.

Trauma Informed Approach to Behaviour Support: Trauma-informed practice is an approach to interventions which is grounded in the understanding that trauma exposure can impact an individual's neurological, biological, psychological, and social development. A trauma informed approach to behaviour requires staff to aim to understand what a student is trying to communicate through their behaviour. Behaviour that challenges is seen as a communication of an unmet need. When implementing a trauma informed approach to behaviour support, staff try to understand what Adverse Childhood Experiences (**ACEs**) are leading to certain behaviours and intervene appropriately.

5. Implementation Arrangements

All new employees are made aware of this policy, procedures and college-wide cultural approach to supporting student behaviour during the formal employee induction process. They are provided with initial training regarding behaviour support.

Updated and amended procedures are discussed in training sessions, team meetings and via email communications as appropriate, and this policy is available via the college website.

6. Monitoring and Review

The effectiveness of this policy and procedures will be monitored through Performance Review and Spotlight activities to ensure improvements in student behaviour and engagement.

7. Procedures

Quick Guide for Staff in the undertaking of pre behavioural and behavioural procedures

High-Risk Interventions: specialist interventions for students identified as high risk		Led by:
High-Risk Interventions Record on ProMonitor as a 'Pastoral Interaction'	<p>When required, students should be supported through an 'High-Risk Intervention' at the earliest possible point. Student Mentors or their equivalent should:</p> <ul style="list-style-type: none"> - meet students to discuss concerns - agree potential support strategies, including reasonable adjustments - arrange expert support via internal teams, external organisations, professionals and parent/carer as appropriate - ensure High-Risk Interventions are recorded on ProMonitor as 'Pastoral Interactions' - ensure that the student is flagged as high risk on ProMonitor. <p>At Risk Interventions are designed to improve:</p> <ul style="list-style-type: none"> - mental health and wellbeing - confidence and self esteem - ability to self-regulate - respectful, healthy and safe behaviours - punctuality to class - engagement with learning. 	Student Mentors or equivalent
Yellow Stage (Behaviour Support: targeted interventions to provide holistic support)		Led by:
Positive Engagement Plan (PEP) Record on ProMonitor	<p>This stage is classed as behaviour support and pre-disciplinary. Staff should:</p> <ul style="list-style-type: none"> - meet students to address low-level concerns - ensure PEPs are SMART, recorded, and reviewed monthly 	Any member of staff working directly with a student, such as: <ul style="list-style-type: none"> - Personal Tutors - WBLTs

<p>It is expected that SMART targets are recorded and reviewed at this stage by the lead over one month. If improvement is not made by the review date, then escalation is required.</p>	<ul style="list-style-type: none"> - issue multiple PEPs or extended PEPs as appropriate - flag students as at least low risk on ProMonitor - contact parent/carer as appropriate to make them aware of early concerns. <p>PEPs are targeted interventions designed to improve:</p> <ul style="list-style-type: none"> - punctuality to class - engagement with learning - academic progress - confidence and self esteem - ability to self-regulate - employability skills - respectful, healthy and safe behaviours. 	<ul style="list-style-type: none"> - Lecturers - Programme Co-ordinators
Amber Stage (Disciplinary)		Led by:
<p>Stage One Contract</p> <p>Record on ProMonitor</p> <p>It is expected that SMART targets are recorded within the Stage One Contract letter and reviewed by the lead fortnightly. If improvement is not made by the review date, then escalation is required.</p> <p>(Use Appendices A1 to A3)</p>	<p>This stage is the first stage of disciplinary procedures. The Programme Co-ordinator, or designated staff member should:</p> <ul style="list-style-type: none"> - meet student to address continued low-level behavioural issues (escalated from PEP) or address new medium risk concerns - ensure Stage One Contracts are SMART, recorded, and reviewed - issue multiple Stage One Contracts as appropriate - flag students as at least medium risk on ProMonitor - send Stage One Contracts to parent/carer as appropriate to make them aware of early concerns. <p>Stage One Contracts are targeted interventions designed to improve:</p> <ul style="list-style-type: none"> - punctuality to class - engagement with learning - academic progress 	<p>Programme Co-ordinator (or as designated by the Academy / Sector Director or Head of School)</p>

	<ul style="list-style-type: none"> - employability skills - ability to self-regulate - behaviours described as medium risk in the table p17. 	
Red Stage (Disciplinary)		Led by
<p>Record on ProMonitor</p> <p>It is expected that SMART targets are recorded within the Stage Two Contract letter and reviewed by the lead fortnightly. If improvement is not made by the review date, then escalation is required.</p> <p>Record on ProMonitor (Use Appendices R1 to R2)</p>	<p>This is usually the second stage of the Disciplinary procedures. However, students can go straight to this stage if the incident is of a serious nature as described as high-risk in the table p17.</p> <p>The Curriculum Manager, or designated staff member should:</p> <ul style="list-style-type: none"> - meet student to address continued medium-level behavioural issues (escalated from Stage One Contract) or address new high-risk concerns, following an investigation of the high-risk concern - ensure Stage Two Contracts are SMART, recorded, and reviewed - issue multiple Stage Two Contracts as appropriate - flag students as high-risk on ProMonitor - send Stage Two Contracts to parent/carer as appropriate to make them aware of early concerns. <p>Stage Two Contracts are targeted interventions designed to improve:</p> <ul style="list-style-type: none"> - punctuality to class - engagement with learning - academic progress - employability skills - ability to self-regulate - behaviours described as high-risk in the table p17, where the investigating manager has decided a Disciplinary Hearing is not required. 	<p>Curriculum Managers (or as designated by the Academy / Sector Director or Head of School)</p>

Investigation		Led by
Investigation into alleged serious misconduct Upload to MyConcern (Use Appendix IT)	Following a serious incident, which is likely to lead to a Stage Two Contract or Disciplinary Hearing, the Head of Student Experience or designated member of CLT must: <ul style="list-style-type: none"> - complete an investigation, usually while the student(s) are on a 'Time Out' of college - ensure parents/carers are contacted, as appropriate, and notified of the investigation that is being undertaken. - complete the investigation within five working days of the incident, where possible - Inform the student(s), and their parents/carers where appropriate, where longer is required to complete the investigation - liaise with the police and safeguarding team where an incident may be criminal as any police investigation takes precedence and police advice is to be followed regarding the continuation of the internal investigation - ensure there is provision for continued learning should be made, where possible, for a student on a Time Out and B code used on register. 	The Head of Student Experience (or CLT member as designated by the Academy / Sector Director or Head of School)
Disciplinary Hearing (Disciplinary Stage)		Led by
Disciplinary Hearing Panel (use Appendices D2 to 7)	The Assistant or Vice Principal will lead the Disciplinary Hearing Panel and must: <ul style="list-style-type: none"> - ensure that all relevant parties are invited, including student(s) and advocates (which could be parent/carer) in a timely manner - schedule the Disciplinary Hearing within ten working days of the date of the incident leading to the Time Out, where possible - ensure outcome is communicated within three working days, and if verbal is followed up in writing immediately 	Panel of Two (minimum): <ul style="list-style-type: none"> - Led by the Assistant or Vice Principal - Supported by the Academy / Sector Director or Head of School

	<ul style="list-style-type: none"> - where the outcome is a recommendation to exclude, immediately hold a discussion with Vice Principal Student Experience to check fairness and calibrate recommendation. 	
Appeal Stage (Disciplinary Stage)		Led by
Appeal Stage (Use Appendices AP1 to AP3)	The Deputy Principal or Deputy Chief Executive must: <ul style="list-style-type: none"> - ensure that all relevant parties are invited, including student(s) and advocates (which could be parent/carer) in a timely manner - schedule the Appeal Hearing within ten working days of receipt of the notice to appeal, where possible - ensure outcome is communicated within three working days, and if verbal is followed up in writing immediately. 	The Deputy Principal or Deputy Chief Executive.
Support Mechanisms and Activities		
Cooling Off	<ul style="list-style-type: none"> - an agreed short break from class, usually no longer than ten minutes, where the student does not leave College - this is usually part of a Learning Support plan - Cooling Off should be used to de-escalate a situation where a student's behaviour is having a significant impact on learning. 	Instigated by teaching or delivery staff leading a session, usually supported by Learning Support and Inclusion.
Authorised Absences (See Attendance and Procedures)	<ul style="list-style-type: none"> - must be agreed in advance and can only be used for hospital appointments, diagnosed medical conditions, bereavement, mandated appointments such as court/jury summons - where this is agreed, the register should be pre-marked in line with the college Attendance procedures - arrangements must be made to ensure the student can access learning and is not disadvantaged. 	Recorded by the Personal Tutor or teaching or delivery staff leading a session.
Time Out Record on ProMonitor	<ul style="list-style-type: none"> - where a student is sent home pending an investigation into alleged serious misconduct or for safety reasons - where student is under the age of 18 at the start of their programme, parents or carers must be contacted prior to the student leaving campus - where the student is on 14 – 16 provision, only the Foundation and Pre-Technical leadership (C081) can authorise the student leaving campus 	Instigated by a member of the College Leadership Team only.

	<ul style="list-style-type: none"> - u16s must not leave until permission granted from parents / carers and school has been informed - the investigation should usually be completed within five working days - provision for continued learning should be made, where possible, for a student on a Time Out and B code used on register. 	
Student Behavioural Risk Assessment Upload to My Concern Record agreed Strategies on ProMonitor	<ul style="list-style-type: none"> - for use when there is an allegation of serious misconduct, but it is safer for the student to remain in college during an investigation rather than be on a Time Out - documentation to be used can be found by following the link in the related documents section above. 	Led by Head of Student Experience. In the absence of a Head of Student Experience, then the Academy or Sector Director/Head of School.
Re-integration meeting	<ul style="list-style-type: none"> - short meetings aimed at restoring positive relationships. - an opportunity for the student to apologise and build their understanding of the impact of their behaviour on others - should be immediately prior return to college. 	Arranged by Head of Student Experience, usually undertaken by a Student Mentor.

Prohibited Items		
Prohibited Items	<p>Prohibited items at the Sheffield College are.</p> <ul style="list-style-type: none"> - Knives or weapons* - Alcohol - Illegal substances - Stolen items - Fireworks or flares - Pornographic images - Legal highs - Combat Gloves - Personal Tools (not on curriculum equipment list) <p>In addition, any article that the member of staff reasonably suspects has been, or is likely to be, used to:</p> <ul style="list-style-type: none"> - Commit an offence - Cause personal injury to, or damage any property of, any person including the student. <p>*Specific students require educational equipment including knives, for example in Catering and Hospitality. In addition, some religions, faiths or beliefs require an individual to carry ceremonial items. For example, Sikhs are required by their religion to carry a small ceremonial sword, called a Kirpan, at all times as one of the five articles of faith.</p>	For further details see the Searching, Screening and Confiscation policy.

Guide to Types of Behaviour that could trigger the policy (may include but not limited to)

<p><i>Behaviour that could trigger a Positive Engagement plan</i></p> <p><i>(Yellow Stage – Positive Engagement)</i></p>	<p><i>Behaviour that could trigger the disciplinary process</i></p> <p><i>(Amber Stage 1)</i></p>	<p><i>Behaviour that constitutes gross misconduct and an Investigation into serious misconduct which could lead directly to a Disciplinary Hearing</i></p> <p><i>(Red Stage 2)</i></p>
<p><i>Low Risk</i></p>	<p><i>Medium Risk</i></p>	<p><i>High Risk</i></p>
<ul style="list-style-type: none"> • Usually high attendance but has occasional days off without explanation. <p>Targeted intervention to improve:</p> <ul style="list-style-type: none"> • punctuality to class • engagement with learning • academic progress • confidence and self esteem • ability to self-regulate and conflict management • employability skills • respectful, healthy and safe behaviours. 	<ul style="list-style-type: none"> • Attendance level affecting academic progress, which is not improving or declining. Potentially intermittent short-term absences over a period or patterns of absence. <p>Incidents of:</p> <ul style="list-style-type: none"> • bullying, including cyberbullying, harassment, including or victimisation of another person • aggressive behaviour • abusive language • threatening behaviour • actions that put other people, property, community at risk of harm. 	<ul style="list-style-type: none"> • The College reserves the right to withdraw a student where their attendance level has significant impact on academic progress, is not improving or continues to decline despite previous intervention. <p>Incidents of:</p> <ul style="list-style-type: none"> • assault, threatening or aggressive behaviour (verbal or physical), sexual harassment / violence, theft, vandalism, plagiarism, fraud • bringing prohibited items into college (see quick guide) • coming into college under the influence of illegal substances or alcohol • any other unacceptable, inappropriate, criminal or reckless behaviour • actions that lead to significant harm of another person • radicalising others.

When considering attendance, authorised absence should be considered.

Summary of procedure at each stage

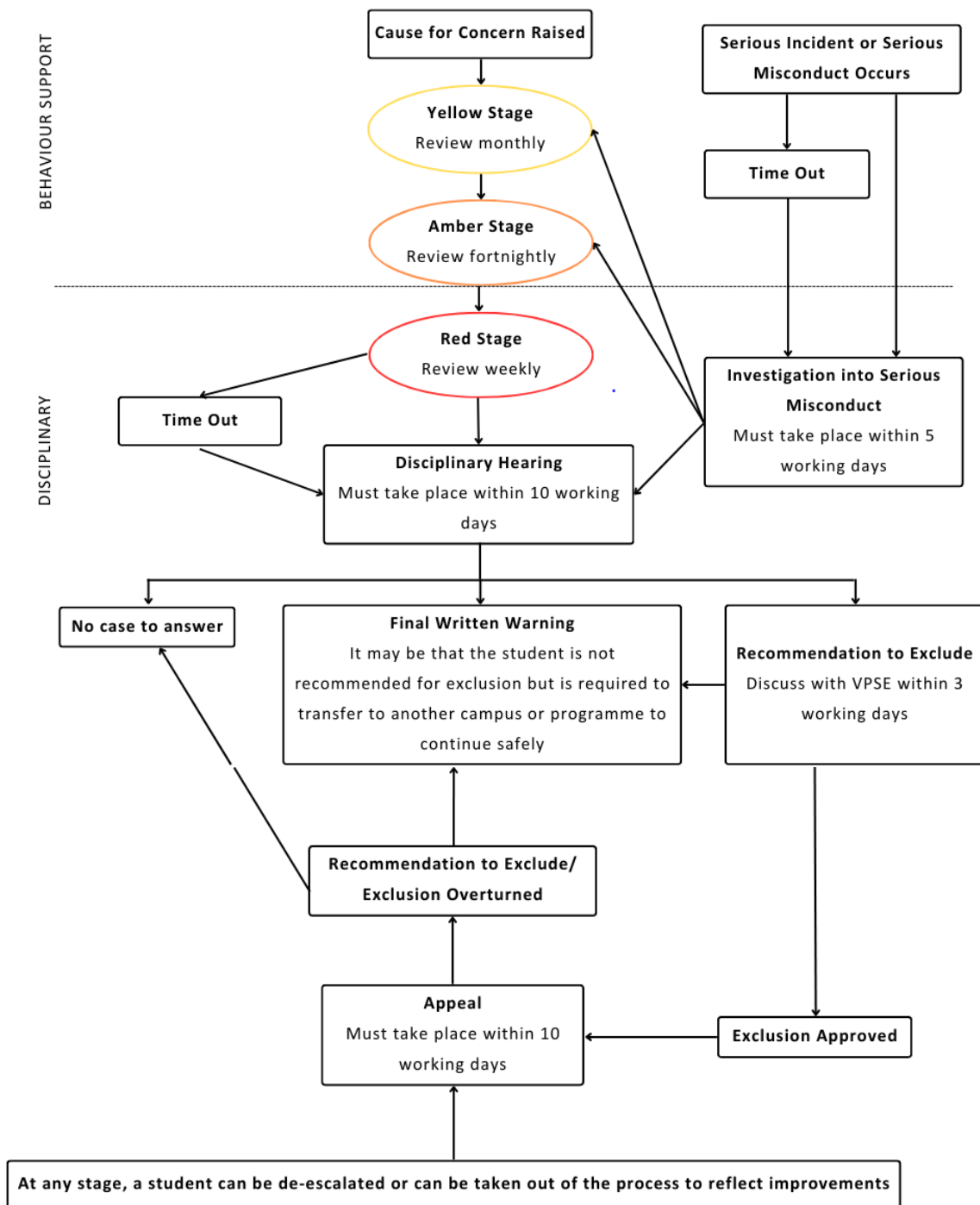
Stage	Usual Lead	Presentation of Case	Student Advocate/ Others involved	Timeframe (when-ever possible)	Associated Paperwork
Yellow (Positive Engagement Plan)	Any member of staff working directly with a student, such as: <ul style="list-style-type: none"> - Personal Tutors - WBLTs - Lecturers 	N/A	Learning Support*	Review monthly	Appendix Y1
Amber (Stage 1 Written Warning)	<ul style="list-style-type: none"> - Programme Co-ordinator (or as designated by the Academy / Sector Director or Head of School) 	N/A	Learning Support* Student Mentor	Review Fortnightly	Appendix A1 Appendix A2 Appendix A3
Red (Stage 2 Written Warning)	<ul style="list-style-type: none"> - Curriculum Manager (or as designated by the Academy / Sector Director or Head of School) 	N/A	Parent/Carer Learning Support* Student Mentor	Review Weekly	Appendix R1 Appendix R2
Investigation into Serious Misconduct (where required)	<ul style="list-style-type: none"> - Head of Student Experience (or CLT member as designated by the Academy / Sector Director or Head of School) 	N/A		Within 5 working days of incident	I.T.
Disciplinary Hearing Panel	Panel of Two (Minimum) <ul style="list-style-type: none"> - Assistant or Vice Principal (Lead) - Academy / Sector Director or Head of School 	From Red Stage 2: Curriculum Manager (or as designated by the Academy / Sector Director or Head of School)	Parent/Carer Learning Support* Student Mentor	Within 10 working days of incident	Appendix D1 Appendix D2 Appendix D3 Appendix D4 Appendix D5 Appendix D6

		From Investigation: Head of Student Experience (or CLT member as designated by the Academy / Sector Director or Head of School)			
Recommendation to Exclude (Lead of Disciplinary Hearing to discuss with VPSE)	Disciplinary Hearing Lead (Assistant or Vice Principal)	Disciplinary Hearing Lead (Assistant or Vice Principal)	Vice Principal Student Experience	Within 3 working days of the Disciplinary Hearing	Appendix D6 Appendix D7
Appeal	Deputy Principal or Deputy Chief Executive	Assistant / Vice Principal	Parent/Carer Student Mentor Learning Support*	Must take place within 10 working days of the appeal notification	Appendix AP1 Appendix AP2 Appendix AP3

*Where the student has an EHCP or is funded High Needs

7:5

Student Positive Engagement and Behaviour Flowchart



Appendices

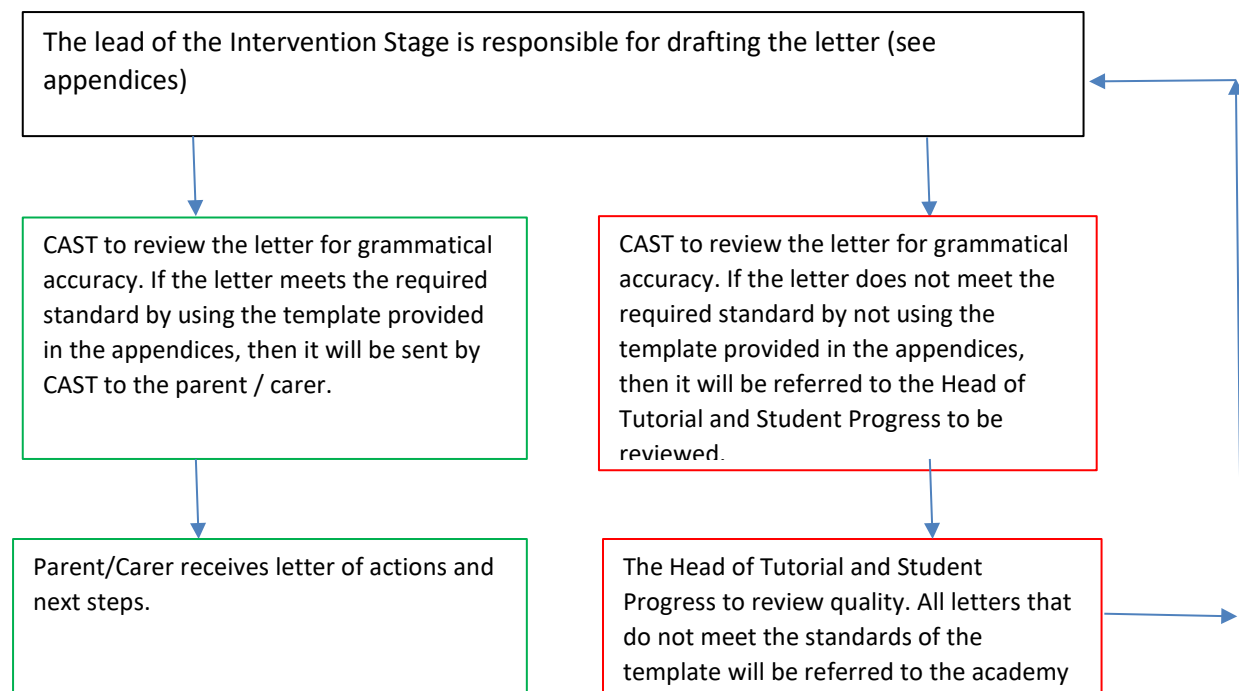
Flowchart of Communication and Quality Process

Contents of Letters

(Letters should be emailed on college letter head and uploaded to 'Uploaded Documents' on ProMonitor. Should an email bounce-back be received, telephone contact should be made to correct the email address so the letter can be sent. Letters should be posted as a last resort.

Appendix Y.1	Letter - Yellow Stage (PEP)
Appendix A.1	Letter - Amber Stage 1 - escalation
Appendix A.2	Letter - Amber Stage 1 - first contact
Appendix A.3	Letter - Amber Stage 1 - meeting invite
Appendix R.1	Letter - Red Stage 2 - escalation
Appendix R.2	Letter - Red Stage 2 - meeting invite
Appendix I.T	Template - Misconduct Investigation
Appendix D.1	Letter - Time Out leading to possible Disciplinary Hearing
Appendix D.2	Letter - Disciplinary Hearing - gross misconduct
Appendix D.3	Letter - Disciplinary Hearing - escalation
Appendix D.4	Conducting of a Disciplinary Hearing
Appendix D.5	Letter - Outcome of Disciplinary Hearing - reinstatement
Appendix D.6	Letter - Outcome of Disciplinary Hearing - final written warning
Appendix D.7	Letter - Outcome of Disciplinary Hearing - exclusion
Appendix D.8	Letter - Exclusion
Appendix AP.1	Letter - Appeal Invitation
Appendix AP.2	Conducting an Appeal
Appendix AP.3	Outcome of the Appeal

Flowchart of Communication and Quality Process



Appendix Y.1 (Letter - Yellow Stage)

FOR USE WITH YELLOW POSITIVE ENGAGEMENT PLAN

- Sent by the Personal Tutor, or another appropriate staff member if the student is U18 at the start of their programme of study
- upload to the Positive Engagement Plan record in ProMonitor

Dear

We would like to inform you that some concerns have been raised regarding’s behaviour/attitude/attendance/punctuality/motivation in college.

Following a discussion, a Positive Engagement Plan to support has been negotiated and put in place. This will be monitored and implemented in line with the College’s Student Positive Engagement Policy and Behaviour Policy by (add name and job title).

Please feel free to contact me onor email

Yours sincerely

(Add name / Job title)

Appendix A.1 (Letter - Amber Stage – escalation)

FOR USE WITH AMBER STAGE ONE CONTRACT

- Progression from Yellow Positive Engagement Plan
- Sent by the Programme Co-ordinator (or as designated by the Academy / Sector Director or Head of School) if the student is U18 at the start of their programme of study
- Upload to the Stage One Contract record on ProMonitor

Dear

Following a review of the Yellow Stage Positive Engagement plan to support, some serious concerns have been raised regarding 's continued poor *conduct/behaviour (*delete as applicable)

An Amber Stage One contract has been negotiated and put in place. Additional support will be provided by (add name and job title). This will be monitored and implemented in line with the College's Student Positive Engagement and Behaviour Policy by (add name and job title).

Please contact me to discuss the situation as soon as possible, my direct telephone number is or email me on

Yours sincerely

(add name and job title)

Appendix A.2 (Letter - Amber Stage – first contact)

FOR USE WITH AMBER STAGE ONE CONTRACT

- Direct move to Amber Stage One Contract
- Sent by the Programme Co-ordinator (or as designated by the Academy / Sector Director or Head of School) if the student is U18 at the start of their programme of study
- Upload to the Stage One Contract record on ProMonitor

Dear

Following a review of the Yellow Stage Positive Engagement plan to support, some serious concerns have been raised regarding 's continued poor *conduct/behaviour (**delete as applicable*)

An Amber Stage One contract has been negotiated and put in place. Additional support will be provided by (add name and job title). This will be monitored and implemented in line with the College's Student Positive Engagement and Behaviour Policy by (add name and job title).

Please contact me to discuss the situation as soon as possible, my direct telephone number is or email me on

Yours sincerely

(add name and job title)

Appendix A.3 (Letter - Amber Stage – Meeting Invite)

FOR USE WITH REPEAT AMBER STAGE ONE CONTRACT

- Sent by the Programme Co-ordinator (or as designated by the Academy / Sector Director or Head of School) if the student is U18 at the start of their programme of study
- Upload to the Stage One Contract record on ProMonitor

Dear Parent/Carer

Due to ongoing serious concerns raised regarding.....'s *conduct/behaviour (**delete as applicable*).

We invite you to attend an Amber Stage One meeting to discuss the conduct/behaviour ofand the contract that is already in place. The contract is agreed with the student and is designed to support them.

The contract is monitored and implemented in line with the College's Student Positive Engagement and Behaviour Policy by (add name and job title)

The meeting is to be held at (time) on (date) at (XX Campus).

Please report to reception where you will be met.

If you cannot attend and you and your son/daughter can nominate another family member to attend, or the college can arrange for an advocate.

Please let me know as soon as possible if you plan to attend or if someone else in your place plans to attend or if you wish to rearrange the date/time.

My direct telephone number is or email me on

Yours sincerely

(add name and job title)

Appendix R.1 (Letter - Red Stage Contract – escalation)

FOR USE WITH RED STAGE TWO CONTRACT

- progression from Amber Contract
- Sent by the Curriculum Manager (or as designated by the Academy / Sector Director or Head of School) if the student is U18 at the start of their programme of study
- upload to the Stage Two Contract record on ProMonitor

Dear

Following a review of the Amber Stage One contract to support....., further serious concerns have been raised regarding.....'s continued poor *conduct/behaviour (**delete as applicable*)

A Red Stage Two contract has now been negotiated and put in place. This will be monitored and implemented in line with the College's Student Positive Engagement and Behaviour Policy by (add name and job title), the curriculum team and myself.

Please contact me to discuss the situation as soon as possible, my direct telephone number is or email me on

Yours sincerely

(add name and job title)

Appendix R.2 (Letter – Red Stage – Meeting Invite)

FOR USE WITH RED STAGE TWO CONTRACT

- Sent by the Curriculum Manager (or as designated by the Academy / Sector Director or Head of School) if the student is U18 at the start of their programme of study

- upload to the Stage Two Contract record on ProMonitor

Dear Parent/Carer

Serious concerns have been raised regarding.....'s *conduct/behaviour (**delete as applicable*).

Therefore, you are invited you to attend a Red Stage Two meeting to discuss the conduct/behaviour ofand the contract that is needed. The contract is agreed with the student and is designed to support them.

The contract is monitored and implemented in line with the College's Student Positive Engagement and Behaviour Policy by (add name and job title), curriculum staff and myself.

The meeting is to be held at (time) on (date) at (XX Campus).

Please report to reception where you will be met.

If you cannot attend and you and your son/daughter can nominate another family member to attend, or the college can arrange for an advocate.

Please let me know as soon as possible if you plan to attend or if someone else in your place plans to attend or if you decide to rearrange the date/time.

My direct telephone number is or email me on

Yours sincerely

(Add name and job title)

Appendix IT (Misconduct Investigation Template)

- Upload to MyConcern

Student name:	Student number:
Investigation lead:	Date:
Any member of college leadership not involved in the incident. (If police involved check whether to continue)	
Details of allegation.	

<p>Statement of case: (Completed by the investigating person appointed)</p> <p><i>From the information that you have gathered take each allegation and present the sequence of events cross-referencing to documents/statements. Highlight the salient points of each statement. Consider the version of events given by the student under investigation and look for supporting evidence. Finally, consider any mitigating circumstances.</i></p>

Evidence gathered.

Appendix D.1 (Letter – Time Out leading to possible Disciplinary Hearing)

- to be sent by the appointed investigation lead
- upload to the 'Time Out' record on ProMonitor

Dear

Allegation of Gross Misconduct and Time Out

As you are aware, there has been an allegation of Gross Misconduct made against you. I can confirm that you are currently on a 'Time Out' of college until further notice, to allow an investigation to take place.

This means that you are not allowed onto any College premises until requested to do so or until the Time Out period is lifted.

If you were aged under 18 at the start of your programme of study, a copy of this letter will be sent to your parent/guardian/carer*

I will contact you again to inform you of the result of further investigations.

If you need to contact me during your Time Out period, please contact me on *(email) (phone number)*

Yours sincerely

(add name and job title of Investigation Lead)

Appendix D.2 Disciplinary Hearing (Gross Misconduct)

- to be sent by the relevant Vice or Assistant Principal
- upload to 'Disciplinary Hearing' record on ProMonitor

Dear

Disciplinary Hearing

Further to the allegation of Gross Misconduct, you are invited to attend a Disciplinary Hearing on *(date/time/location)*

You may bring with you a parent/guardian/carer.

If you would like a student advocate from college to be present, please ensure you request this in writing at least two working days before the Disciplinary Hearing by using the contact details outlined below.

If you need to contact me, please do so on *(email)* *(phone number)*

If you were aged under 18 at the start of your programme of study, a copy of this letter will be sent to your parent/guardian/carer*

Yours sincerely

(Vice / Assistant Principal)

Appendix D.3 Disciplinary Hearing (Escalation)

- to be sent by the relevant Vice or Assistant Principal
- upload to 'Disciplinary Hearing' record on ProMonitor

Dear

Disciplinary Hearing

As a result of continued behaviours that are affecting your attainment at college, you are invited to attend a Disciplinary Hearing on *(date/time/location)*

You may bring with you a parent/guardian/carer.

If you would like a student advocate from college to be present, please ensure you request this in writing at least two working days before the Disciplinary Hearing by using the contact details outlined below.

If you need to contact me, please do so on *(email) (phone number)*

If you were aged under 18 at the start of your programme of study, a copy of this letter will be sent to your parent/guardian/carer*

Yours sincerely

(Vice / Assistant Principal)

Appendix D.4 (Conducting a Disciplinary Hearing)

Upload to MyConcern

Student name:

Student number:

Date:

Disciplinary:

Statement of case: *(refer to details listed on the Misconduct Investigation Template)*

Student/Parent/Guardian/Student Advocate comments:

Investigation Manager comments:

Signed *(by chair)*

Date:

Signed *(parent/carer/advocate)*

Date:

Appendix D.5 Outcome of Disciplinary Hearing (No Case to Answer).

- to be sent by the relevant Vice or Assistant Principal
- upload to the original 'Disciplinary Hearing' record on ProMonitor

Dear

Outcome of Disciplinary Meeting

As a result of the Disciplinary Hearing held on *(date)*, it has been agreed to re-instate your college place with no further sanctions.

You will return to college on *(date/time)*. Please report to the reception where *(insert name of member of staff)* will meet you.

If you were aged under 18 at the start of your programme of study, a copy of this letter will be sent to your parent/guardian/carer*

If you need to contact me, please do so on *(email)* *(phone number)*

Yours sincerely

(Vice / Assistant Principal)

Appendix D.6 Outcome of Disciplinary Hearing (Final Written Warning).

- to be sent by the relevant Vice or Assistant Principal
- upload to the original 'Disciplinary Hearing' record on ProMonitor

Dear

Final Written Warning

As a result of the Disciplinary Hearing held on *(date)* you are in receipt of this Final Written Warning.

You will return to college on *(date/time)*. Please report to the reception where *(insert name of member of staff)* will meet you.

If you were aged under 18 at the start of your programme of study, a copy of this letter will be sent to your parent/guardian/carer*

If you need to contact me, please do so on *(email)* *(phone number)*

Yours sincerely

(Vice / Assistant Principal)

Appendix D.7 Outcome of Disciplinary Hearing (Permanent Exclusion from College).

- to be sent by the relevant AP/VP
- upload to the original 'Disciplinary Hearing' record on ProMonitor

Dear

Permanent Exclusion from College

As a result of the Disciplinary Hearing held on *(date)* the decision has been made to permanently exclude you from college.

Please ring *(name and telephone number)* to arrange to collect any belongings you may have left on the College premises.

Please contact me on *(number and email address)* to arrange careers support and guidance, so that we can support you with a managed transfer into alternative educational opportunities.

If you wish to appeal this decision, you have seven days from the date of this letter to contact me on *(email) (phone number)*.

If you were aged under 18 at the start of your programme of study, a copy of this letter will be sent to your parent/guardian/carer*

Yours sincerely

(Vice / Assistant Principal)

Appendix AP.1 Appeal Invitation

- to be sent by the Deputy Principal or Deputy Chief Executive
- upload to the original 'Disciplinary Hearing' record on ProMonitor

Dear

Further to your request, you are invited to an Appeal meeting on *(date/time/location)*

You are welcome to bring with you a parent/guardian/carer.

If you would like a student advocate from college to be present, please ensure you request this in writing at least two working days before the Appeal Hearing by using the contact details outlined below.

If you need to contact me, please do so on *(email)* *(phone number)*

If you were aged under 18 at the start of your programme of study, a copy of this letter will be sent to your parent/guardian/carer*

Yours sincerely

Deputy Principal / Deputy Chief Executive

Appendix AP.2 Conducting an Appeal

Upload to MyConcern

Student name:

Student number:

Date:

Appeal chaired by:

Attendees:

Outline of case from VP/AP.

Outline of Appeal from Parent/Carer/Student/Advocate:

Response to Appeal:

Outcome:

Signed *(by Chair)*

Date:

Appendix AP.3 Outcome of the Appeal

- to be sent by the Deputy Principal or Deputy Chief Executive
- upload to the original 'Disciplinary Hearing' record on ProMonitor

Dear

As a result of the Appeal meeting held on *(date)* I can confirm the following outcome.

*(*delete as appropriate)*

*The appeal has been successful, and you may return to college. *(Insert name and job title)* will be in touch to arrange your return to college.

Whilst you can return to college, I need to ensure that you understand that your conduct was extremely serious and therefore you will remain on a **final written warning** until the end of the academic year. This will not affect any application to progress onto further study at the college.

On your return, you will be reminded of our expectations and set targets for your attendance and academic progress. I must inform you that you will be putting your place at risk if you fail to meet these targets or if there are any further incidents of poor behaviour that do not meet our expectations.

*The appeal has been unsuccessful, and you are excluded from college as previously stated.

Please ring *(name and telephone number)* to arrange to collect any belongings you may have left on the College premises.

Please contact *(number and email address)* to arrange careers support and guidance, so that we can support you with a managed transfer into alternative educational opportunities.

If you were aged under 18 at the start of your programme of study, a copy of this letter will be sent to your parent/guardian/carer*

Yours sincerely

(Deputy Principal or Deputy Chief Executive)

