

<b>Policy Title:</b>	Positive Behaviour Management Policy
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## 1. Introduction

New College Swindon (NCS) strives to deliver outstanding education and to provide students with the attitudes, skills, knowledge and behaviours to prepare them for a successful future. Our vision is to be a great college and to foster better lives through learning. The College recognises that the individual experiences of students can result in behaviours that act as barriers to engagement in their education. Our aim, as a College, is to take a holistic approach which supports students in their personal and social development as well as their academic performance and ensures that all students are supported to stay at College and achieve the best possible outcomes and that they leave with the appropriate coping strategies and skills for their next steps. Managing behaviour should always be seen as a supportive measure with a focus on promoting positive behaviour, rather than simply focusing on negative behaviours. The College recognises that adverse childhood experiences can influence the behaviour of young people but that positive experiences can have a cumulative effect to moderate behaviour and improve outcomes in later life. The New College Way supports and nurtures positive behaviours. Students and staff are encouraged to follow our STAR values showing Strength, Thoughtfulness, Ambition and Respect. This policy incorporates fitness to study which relates to a person's capacity to fully participate, satisfactorily as a student, in relation to academic studies and college life in general. New College is committed to supporting student's wellbeing and recognises that a positive approach to the management of physical and mental health is essential to a student's learning and academic achievement.

- 1.1. NCS is committed to ensuring the safety of all learners, staff and visitors and to the provision of a supportive, secure learning environment, reflecting guidelines for staying safe under Covid-19, where all can achieve their goals and aspirations and can leave College prepared for life in modern Britain.
- 1.2. New College Way aims to create a calm, productive working environment where all members of the College community share an understanding of what constitutes good behaviour, including the need for mutual respect, tolerance and understanding, and good working relationships between staff and students.
- 1.3. This policy will clarify roles, responsibilities and expectations and identify the importance of the positive reinforcement of good behaviour.
- 1.4. Effective use of informal intervention to challenge less serious breaches of the expectations set out in the New College Guarantee, see Appendix 1. When students are consistently and effectively challenged in the right way, and positive behaviour modelled, the need to use the later steps of this process will be minimised. All College staff, academic and support, have a responsibility to model positive behaviour through their own conduct and challenge inappropriate behaviour.
- 1.5. A College wide commitment to improving behaviour will lead to greater learner engagement, improved retention, better support for staff wellbeing and fewer incidents of negative behaviour and will reinforce high standards and expectations. It is vital as a college that we recognise and celebrate the achievements of our students to create an environment which encourages and rewards success.
- 1.6. In order for staff to effectively build relationships with students, there needs to be a focus on supporting their own emotional wellbeing. There will be regular staff training on positive behaviour management and CPD on staff wellbeing.

- 1.7. Where students have failed to meet the standards of behaviour required it may be necessary to follow the disciplinary process described here including exclusion but this should be a last resort.

## 2. Scope

This policy and supporting procedures applies to all enrolled students on full or part-time study, adults and apprentices and is designed to support students through staged interventions which encourage students to be aware of their responsibilities, give opportunity for students to learn from their behaviour and enact positive changes. This includes:

- 2.1. On-site at the College, off-site, in community facilities, in the vicinity of the college, travelling to and from College, on a College organised trip, placement or event. The policy and procedures also apply when behaviour beyond normal College related activities has a detrimental impact on others from the College e.g. online bullying or on programmes delivered off campus sites or actions which are considered to bring the College into disrepute.
- 2.2. This policy also covers online and remote delivery.
- 2.3. The policy also includes Higher Education (HE) learners where the College will also adhere to the policies and procedures of the respective HE Institutions.
- 2.4. There may be some instances where students with additional learning needs or learning difficulties and/or disabilities require considerations on a case by case basis, to ensure that reasonable adjustment is made and will therefore provide support in such instances as is appropriate.

## 3. Positive Behaviour Support and Restorative Practice Approach

This approach is based on the belief that students who are praised for displaying desired behaviours are motivated to do well and in turn other students notice and copy this behaviour. In a restorative approach, the inherent worth of each individual is recognised, and we seek to strengthen the essential ties that bind us to one another – in the classroom and the community with all staff modelling good behaviour. The key principles are:

- 3.1 Showing **respect** for everyone by listening to other opinions and learning to value them.
- 3.2 Taking **responsibility** for your own actions.
- 3.3 Developing skills of **problem solving and repair** so students and staff have the necessary skills to identify solutions that repair harm and ensure behaviour is not repeated. Working through a structured, supportive process that aims to solve the problem and allows young people to succeed in college and in the workplace.
- 3.4 Using **Reward and Recognition** to increase motivation and engagement.
- 3.5 **Consistency** across college upholding college values and expectations shared with students, parents, employers and staff.

## 4. Shared Responsibility

All staff should share responsibility for promoting good behaviour and the New College STAR values. Teaching staff should agree the standards and values expected/required from students at the start of the course based on the New College Way and these should be made clearly visible and applied consistently. This applies to classrooms in college and online teaching forums. The New College Guarantee and expected standards should be widely shared with students, parents, placement providers and other stakeholders. Positive behaviour should be rewarded and recognised using Positive Behaviour Management Interventions, see Appendix 2.

## 5. New College Classroom Standards

- 5.1 Use respectful language
- 5.2 Use Positive listening
- 5.3 No interruptions
- 5.4 Valuing contributions
- 5.5 Celebrating difference
- 5.6 Understanding difficulties
- 5.7 Find something to praise for each member of the group
- 5.8 Trying your best at all times
- 5.9 Wear your college ID visibly around your neck
- 5.10 No phones in class other than when authorised by teacher
- 5.11 Modelling positive supportive behaviour and praise your peers

## 6. Formal Intervention Process

It will be necessary to follow this process where behaviour support has not had the desired impact or the student has failed to engage, where fitness to study is a concern or in cases of gross misconduct.

If a student's behaviour is likely to put at risk their chances of successfully completing their programme of study or the rights of other members of the College community, the formal intervention process may be followed involving parents (employers for apprentices) at the earliest stage, where the student is under eighteen. Behaviour support and restorative approaches should be tried first.

**Gross misconduct** refers to the most serious breaches of acceptable behaviour. It **may** require the immediate suspension of the student and includes for example:

- 6.1 Violent, threatening or intimidating behaviour (including the carrying of weapons both real and imitation and whether or not they have been used or their use has been threatened)
- 6.2 Acting against college and/or Government guidance on Covid-19. Eg, coming onsite after being instructed to self-isolate due to Covid-19
- 6.3 Harassment or bullying, physical or verbal, including by electronic means e.g. text messages, email, social networking sites, taking or distributing photos/videos without the subject's permission
- 6.4 Discriminatory behaviour, or language, which would be in breach of the college Equal Opportunities and Celebrating Diversity Policy and Procedure Single Equality Scheme which ensures safety for all learners with protected characteristics under the terms of the Equalities Act
- 6.5 Possession of, or dealing in, illegal substances
- 6.6 Being under the influence of alcohol/drugs
- 6.7 Vandalism, on or off College premises
- 6.8 Theft
- 6.9 Viewing of, or sharing of, illegal/offensive websites or images
- 6.10 Any activity, criminal or otherwise, which has brought, or may, in the opinion of the Principalship bring the College into disrepute (irrespective of whether it takes place on College property or in College time)
- 6.11 Cheating in examinations and/or any form of plagiarism or falsifying of evidence

## 6.12 Raising malicious accusations against other members of the college community

NB: This list is not exhaustive and the College reserves the right to make the decision about whether or not any action constitutes Gross Misconduct.

Students who decide to withdraw from college may still be asked to engage in the formal intervention process. Investigations and disciplinary hearings may still take place in absentia. If the gross misconduct relates to Child Protection or Vulnerable adults, the Safeguarding Policy and Procedure may need to be invoked. In extraordinary circumstances, where no senior manager is available and there are safeguarding concerns relating to a student remaining onsite, the Safeguarding Manager may issue a temporary suspension. If the gross misconduct includes potential criminal activity, the College must work alongside the police and may have to delay any internal investigation until a police investigation is concluded.

It is important when initiating the disciplinary process to ascertain whether or not there are any other factors influencing the learner that could be an underlying cause of the breaches of conduct. Context is important. Issues like:

6.13 Problems at home/outside College

6.14 Problems with peers e.g. bullying/harassment both in person and online

6.15 Hidden, or undiagnosed disabilities e.g. Attention Deficit Hyperactivity Disorder; mental health problems; dyslexia

6.16 Issues that require the intervention of the Safeguarding or Welfare Teams

6.17 Workplace issues (including workload, culture, harassment or bullying)

6.18 Adverse Childhood Experiences

Please note any inappropriate behaviour can be dealt with at any stage. The formal intervention process does not have to start at a cause for concern and work through the stages. If the behaviour warrants, it can move straight to Stage two or three and if the behaviour constitutes Gross Misconduct then the process begins at Stage four, often with a suspension. The levels are an indication of the severity of the issues and a student may remain at a level being reviewed and set new targets without escalating through the levels unless the situation worsens. The approach is to support desired behaviours rather than a punitive approach. The fitness to study strand has 3 levels based on severity of concern. If a student has withdrawn permission for the College to contact parents/carers but the College believe that this is in the best interest of the student, the College may instigate the Legitimate Interest process to ensure appropriate external support. The stages of the behaviour management process are:

- Positive behaviour management and classroom practice:
- Stage 1 Cause for concern leading to informal supportive intervention/initial warning (lead by progress coach/teacher)
- Stage 2 Individual behaviour plan (lead by Progress Coach)
- Stage 3 Final written warning (led by ACM/CM/Student Experience Manager)
- Stage 4 Final meeting/exclusion (led by AP/Director of Student Services)

**Positive behaviour management/restorative intervention should always be the first option following:**

- Positive behaviour management and classroom practice
- Progress coach – informal process exploring barriers and issues. Restorative approach.
- Actions recorded and targets.
- Support referral e.g. student support, wellbeing, counselling
- Parent/Carer/Employer partnership

If **restorative interventions** do not have desired impact, or students do not engage, formal intervention procedures to be applied.

### Formal Intervention Process

If **restorative interventions** do not have desired impact, or students do not engage, formal intervention procedures to be applied.

#### Stage 1 Formal Intervention

Warning issued by Progress Coach/tutor/ Apprenticeships Coordinator

#### Stage 2 Formal Intervention

Individual Behaviour Plan

#### Stage 3 Formal Intervention

Final Warning  
Emergency EHCP Annual Review

#### Stage 4 Formal Intervention

Exclusion

Restorative Practice Intervention (RPI) should always run alongside any formal disciplinary procedure and fitness to study process where appropriate and will be facilitated by Progress Coaches/ Tutors/ Apprenticeships Coordinator.

Further support available may include:

- Referral to learning support team
  - Referral to counselling/ wellbeing
  - Referral to mentoring
  - External support agencies
- Involvement of external agencies where students are supported externally.

### Fitness To Study Process

If a student's health/safety is impacting their progress on their programme.

#### Stage 1 Fitness to Study

Progress Coach/Tutor/ Apprenticeships Coordinator approaches student, shares

#### Stage 2 Fitness to Study

Progress Coach/ Tutor/ Apprenticeships Coordinator meets with parent and student to agree on individual behavior plan which includes smart targets.

#### Stage 3 Fitness to Study

Progress Coach/Tutor/ Apprenticeships Coordinator calls a case conference chaired by Curriculum Manager.

Outcome of fitness to study process. Student may be required to leave college.

Positive Behaviour and classroom Management practice

<p>All staff</p>	<p>Promoting good behaviour is a shared responsibility – all members of staff at all times. Remember problems a student may encounter out of college, physical health or mental health issues may impact on the student’s ability to learn and have a positive role in the college community. This should be addressed in the same way, but interventions may vary, and advice may need to be taken from support services within the college. If these issues are impacting the student’s chances of success they should be addressed with the same urgency. This Fitness to Study strand of behaviour management is no less important but can be challenging to deal with.</p> <p>Areas for lecturers to address through establishing STAR values and reinforcing expected behaviours at the start of the course, through establishing New College classroom standards and through classroom management:</p> <ul style="list-style-type: none"> <li>• Low level disruption (talking during explanations, use of phone, shouting out)</li> <li>• Failure to hand in work of an appropriate standard or to complete adequate work during lessons</li> <li>• Not bringing appropriate equipment or coming prepared for lessons</li> <li>• Poor attendance in any part of the study programme (including English, maths, enrichment, work experience or tutorial)</li> </ul> <p>Before raising a “Cause for Concern” on ProMonitor, Subject Lecturers or Mentors should take at least 3 actions to address the issues and note these on ProMonitor when raising a “Cause for Concern”. It is expected these interventions will address the issues in the majority of cases:</p> <ul style="list-style-type: none"> <li>• Speaking informally to student to remind them of expectations</li> <li>• Signposting to appropriate support services</li> <li>• Moving the student within the group</li> <li>• Repeating work</li> <li>• Support the set-up of positive experiences such as volunteering and enrichment activities</li> <li>• Tuition Fund interventions</li> </ul> <p>All staff have a responsibility to ensure that all students are made aware of the high expectations of the College and should familiarise themselves with and follow the student positive behaviour management policy and supporting procedures. In doing so they should:</p> <ul style="list-style-type: none"> <li>• Use positive behaviour management interventions regularly (appendix 2)</li> <li>• Signpost to and reinforce the New College Guarantee</li> <li>• Promote high expectations and standards of behaviour by modelling New College Way and STAR values</li> <li>• Ensure that attitudes and behaviours which do not meet College expectations are identified swiftly, challenged constructively and dealt with in a timely manner</li> </ul>
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	<ul style="list-style-type: none"> <li>• Systematically address minor issues offering appropriate support or intervention to prevent escalation</li> <li>• Follow the procedure and utilise recording mechanisms when addressing attitudes and behaviours that do not meet college expectations</li> <li>• Eliminate discrimination and promote equality of opportunity for all</li> <li>• Engage with and undertake any identified staff development as required</li> <li>• Ensure that all employers/workplace mentors are made aware of the expectations of apprentices who attend day release sessions</li> <li>• Involve parents and carers and employers as appropriate</li> <li>• Work in a trauma informed way</li> </ul>
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## Formal Behaviour Interventions

### Stage 1: Initial Stage “Cause for Concern” (led by Progress Coaches/Teachers/Apprenticeship Coordinators)

Subject Teachers /Progress Coaches/ Apprenticeship Coordinator/Tutor	<p>Where interventions by Subject Teachers and support teams have not resulted in desired change in behaviour or engagement in learning a Cause for Concern may be raised on ProMonitor identifying the actions that have already been taken.</p> <ul style="list-style-type: none"> <li>• Progress Coach/Apprenticeship Coordinator/Tutor meets with student and possibly teacher or other students involved in problem behaviour for restorative intervention and to explore reasons for behaviours/triggers. Progress Coach/Apprenticeship Coordinator/Tutor to consider nature of barriers and consider signposting to learning support/wellbeing/mentoring/ counselling/external agencies or exploring fitness to study. Examples where signposting may be necessary include anger management, personal issues, anxiety, low self-esteem and support may be offered online or in person.</li> <li>• The Stage 1 meeting should take place between Progress Coach/Apprenticeship Coordinator/Tutor and student within 2 weeks of the lecturer raising a cause for concern.</li> <li>• Comments, actions and clear targets are recorded on ProMonitor as a Stage 1 meeting and flagged to teaching staff. Letter is sent home outlining concerns and actions.</li> <li>• Progress is reviewed after two weeks by the Progress Coach/Apprenticeship Coordinator/Tutor.</li> </ul> <p>The Cause for Concern stage is an opportunity to begin dialogue with a learner and engage them in seeing why their behaviour is inappropriate and encouraging them to take responsibility for their actions. The following restorative questioning technique will support this:</p> <ul style="list-style-type: none"> <li>• Tell me about it.</li> <li>• What were you thinking about at the time?</li> <li>• How do you feel about what happened?</li> <li>• What have you thought about it since?</li> <li>• Who was affected and how were they affected?</li> </ul>
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	<ul style="list-style-type: none"> <li>• What are you going to do to put this right?</li> <li>• How are we going to fix it?</li> </ul> <p>If student refuses to engage with restorative intervention a Stage 1 warning is issued and recorded on ProMonitor as Stage 1 meeting, smart targets are set and letter is sent home.</p> <p>A Stage 1 Fitness to Study meeting may be called following concerns with regards to a student's health, safety and ability to study which is impacting on their attendance, behaviour and progress.</p> <ul style="list-style-type: none"> <li>• Progress Coach/Apprenticeship Coordinator/Tutor and/or subject lecturer should approach the student in a sympathetic and understanding way, sharing their concerns about the student's fitness to study.</li> <li>• Comments, actions and clear targets are recorded on ProMonitor as a Stage 1 meeting and flagged to teaching staff. Letter is sent home outlining concerns and actions. Employer is informed where appropriate</li> <li>• Progress is reviewed after two weeks.</li> </ul> <p>Stage 1 badge stays on ProMonitor for 12 weeks. If another cause for concern is raised during this time the progress coach will meet again with the student and as above but may escalate to Stage 2 if they feel the student is not making sufficient progress in meeting their targets. Green Badge Fitness to Study, Red Badge Disciplinary.</p>
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### Stage 2 Individual Behaviour Plan (led by Progress Coach/Apprenticeship Coordinators)

Progress Coach/ Apprenticeship Coordinator/ Tutor	<p>If there is no improvement or remorse shown following the Stage 1 intervention/warning, the Progress Coach/ Apprenticeship Coordinator/ Tutor should employ the following strategies:</p> <ul style="list-style-type: none"> <li>• Meet with the student and parents/employers to make them aware of possible consequences if he/she doesn't improve i.e. referral to Stage 3, being asked to leave the course, short term exclusion and ultimately permanent exclusion.</li> <li>• Agree an Individual Behaviour Plan with the student and parents to include SMART targets for improvement based around work completion, behaviour in lessons and around College, attitude to learning.</li> <li>• Individual Behaviour Plan and letter explaining the process is sent home via the Admin team who will upload onto ProMonitor</li> </ul>
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- Notify all Subject Teachers of agreed targets and liaise with them to monitor progress – consider report card.
- Review progress informally after 2 weeks and formally after 4 using ProMonitor.

(All strategies should be individually designed for the student but action **must** be recorded on Learner Comments under Stage 2 Meeting and Review)

Where a student is supported by an external agency the appropriate member of the Student Services team should be contacted.

- Children Looked After – Safeguarding Coordinator
- Student with and EHCP – their designated mentor
- Young Carers – Nurses

If the student shows as having a safeguarding concern on ProMonitor the safeguarding team should be contacted on [safe@newcollege.ac.uk](mailto:safe@newcollege.ac.uk)

Wherever possible, logged restorative interventions should take place prior to formal disciplinary. Where appropriate, formal disciplinary processes can be used in conjunction with restorative practice.

Stage 2 fitness to study for persistent and ongoing concern with regards to a student's fitness to study. Significant concern about a student's deterioration in health, appearance, attitude and/or behaviour or failure to meet targets from Stage 1.

- Meet with the student and parents/employer indicating that they are significantly concerned about their fitness to study and make them aware of possible consequences on their ability to succeed.
- Agree an Individual Behaviour Plan with the student and parents/employer to include SMART targets for improvement based around engagement with support services, engagement with support offered, work completion, behaviour in lessons and around College or engagement in learning.
- Individual Behaviour Plan and letter explaining the process is sent home and to employer Curriculum administrator who will upload onto ProMonitor
- Notify all Subject Teachers of agreed targets and liaise with them to monitor progress.
- Review progress informally after 2 weeks and formally after 4 using ProMonitor.

Where a student is supported by other members of the college staff, or external key workers such as youth engagement worker, social worker, personal assistant, or other advocate, they may request their attendance at any Stage 2 meeting. Stage 2 badge stays on ProMonitor for 12 weeks.

### Stage 3 Final Written Warning CM/ ACM/Apprenticeship Manager

<p>CM/ ACM/ Apprenticeship Manager</p>	<p>If actions on the Individual Behaviour Plan are not met within the timescale or there is no improvement, the CM/ACM/Apprenticeship Manager will (within 2 weeks):</p> <ul style="list-style-type: none"> <li>• Meet the student and their parents/carers/employer for a <b>Stage 3 Formal meeting</b>.</li> <li>• If a Stage 3 meeting is issued and the student has an EHCP, the Additional Learning Support Manager must be informed, as an emergency annual review may be required before the situation escalates to a Stage 4</li> </ul> <p>Actions may include:</p> <ul style="list-style-type: none"> <li>• Targets for improvement set in conjunction with curriculum and pastoral interventions</li> <li>• A discussion of possible consequences of failing to meet the terms of the contract (suspension, removal from a course/apprenticeship and possible subsequent withdrawal of College place, no offer of progression)</li> <li>• A weekly review meeting with ACM/CM/Apprenticeship Manager and consider Report card</li> <li>• A formal review of progress after 3 weeks to include parents/carers/employers</li> </ul> <p>They may also:</p> <ul style="list-style-type: none"> <li>• <b>Suspend</b> the student. (This is only to be used in cases of serious disciplinary incidents or where it will have a positive impact on the student and will resolve an issue.) Any suspension <b>must be issued by an AP/Director of Student Services</b></li> </ul> <p><b>Fitness to study strand</b></p> <p>Serious or persistent concerns about a student's health, safety and ability to study, personal circumstances or behaviour that have not been resolved via level 2 or a serious concern expressed for the first time which has potential for significant risk to the student or other students/staff should result in a case conference.</p> <p>The Personal Tutor must ensure that invitations to the Case Conference should be delivered at least 48 hours in advance of the meeting, including a copy to parent/carer. The student may be required to take a break from College until the Case Conference. FMI must be advised of an Authorised Absence until the date of the conference</p> <p>The case conference, chaired by the Curriculum Manager, will include the student, a note taker, the Progress Coach/Apprenticeship Coordinator, and if necessary, any of the following Student Services &amp; Safeguarding Manager, Additional Support Manager, a N.C. Exec representative and if appropriate a Student Counsellor, Student Mentor or College Nurse. If the student has an Education, Health &amp; Care Plan (EHCP) then either the Student Mentor or Additional Support Manager will need to the meeting</p> <p>All actions must be recorded on ProMonitor in Stage 3 Meeting and a copy of the letters must be sent to parents and uploaded onto ProMonitor. Student may be required to leave college as an outcome from Stage 3 Fitness to Study if this is considered to be in the student's best interest.</p>
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	<p>Where a student is supported by other members of the college staff, or external key workers such as youth engagement worker, social worker, personal assistant, or other advocate, they may request their attendance at any Stage 2 meeting.</p> <p><b>CM/ACM/Apprenticeship Manager can jump straight to Stage 3 with AP/Director of Student Services approval.</b></p>
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#### Formal Stage 4 – Final Meeting/ Exclusion (led by AP/ Director of Student Services or other senior manager if appropriate)

<p>Assistant Principal/Head or Deputy Head of Apprenticeships/ Director of Student Services</p>	<p>If there is no improvement following Stage 3 and the agreed targets are not met, or in the case of gross misconduct the relevant AP/ Head or Deputy Head of Apprenticeships /Director of Student Services will contact home within 5 days to arrange a Final Meeting:</p> <ul style="list-style-type: none"> <li>• Parents/carers/employers will be invited into a meeting which should take place within 5 working days of the referral (applicable to 14-18)</li> <li>• All relevant information and notes on strategies and targets will be handed over by ACM/CM/Student Experience Manager/Apprenticeship Manager</li> <li>• Subject Teachers and ACMs/CMs/Apprenticeship Manager will be consulted about the actions/required changes needed for the student to remain in College</li> <li>• Reasons for failure to comply/ improve will be explored</li> </ul> <p>In cases of a Stage 4 following an instance of gross misconduct the ACM/CM/Apprenticeship Manager will conduct an investigation into the incident and will present this as the meeting. Cases of gross misconduct could include malicious allegations against staff.</p> <p>Where appropriate external agencies such as social workers will be involved.</p> <p>The meeting will either:</p> <ul style="list-style-type: none"> <li>• Issue a final notice to improve, setting individual targets to be achieved and monitored</li> <li>• Result in the withdrawal or exclusion of the student from College.</li> </ul> <p>Exclusion will be effective in extreme instances of unacceptable behaviour or repetition of unacceptable behaviour following the previous stages of the Disciplinary Process.</p> <p>The student will be advised of:</p> <ul style="list-style-type: none"> <li>• The reason for exclusion and the length of exclusion</li> <li>• Their right of appeal against the decision to dismiss them and the procedures involved</li> <li>• Options for further support following exclusion</li> </ul> <p>All students asked to leave or withdrawing will be referred for a careers appointment and referred to relevant NEET prevention agency such as Youth</p>
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	<p>Engagement Workers by their Progress Coach/Tutor/Apprenticeship Coordinator.</p> <p>A Formal Letter notifying the student of their permanent exclusion and explaining the context and implications of exclusion will be distributed to:</p> <ul style="list-style-type: none"> <li>• The student being excluded</li> <li>• The student file and a summary on Learner Comments</li> <li>• The student's parent(s) / carer(s)</li> </ul> <p>In cases of exclusion, the student will be escorted from the premises at the earliest opportunity, with a provision being made for staff supervision until the time that the student is able to leave the site. The Senior Manager involved in the dismissal is responsible for ensuring the appropriate supervision of the student.</p> <p>If new targets are set and not met, the student will be excluded with no further meeting.</p> <p><b>Investigation and Procedures for Hearings</b></p> <p>Panel: Chair, Investigating Officer, Student Experience Manager</p> <p>The CM requesting the Stage 4 or allegation of Gross Misconduct should act as the Investigating Officer (IO) and complete their investigation. This must be done within five working days, particularly where a learner has been suspended. The IO will produce a pack of evidence material to be passed to the Chair of the meeting. The student is entitled to be accompanied by an advocate such as progress coach/apprenticeship coordinator/tutor, youth engagement worker or teacher.</p> <p>The College will consider whether any referrals need to be made to the Police. The College will support parents who make their own referrals to the Police following a college related incident.</p> <p>In the case of a request to suspend vulnerable students e.g. LAC, YPs, YCs, YOs, CLs for more than 24 hours a scrutiny panel chaired by Director of Student Services should be requested. In the event the Director of Student Services is not available, the Safeguarding Manager or Student Experience Manager can deputise for them.</p> <p>Where damage is proven to be malicious damage to college property, costs of repair or replacement will be recovered from the student and family.</p> <p>In the event of permanent exclusion, the learner may be given the opportunity to complete their studies. The decision to offer completion is at the discretion of the Senior Manager chairing the Stage 4 meeting.</p>
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## 7. Suspension

At the discretion of a member of Principalship, Assistant Principals or Director of Student Services, a student may have their right to attend the College suspended, either during a period of investigation

in relation to Gross Misconduct or as part of a cooling off period following an incident of unacceptable behaviour. Suspension should be used to ensure the safety of the student and other students. A Senior Manager will advise the student of the suspension in the presence of a second staff witness, and the reason for the action being taken. The student will be escorted from the premises at the earliest opportunity, with a provision being made for staff supervision until the time that the student is able to leave the site. The Senior Manager responsible will make immediate contact with the student's parent(s)/ carer(s) to advise them of the temporary suspension. They will also receive a copy of a letter confirming the temporary suspension, and the reason for the action being taken and details of the formal meeting. They will also inform Subject Teachers and request work to be sent via email or post to the student for the period of their suspension to minimise impact on the student's academic progress.

### **8. Suspension due to police investigation into criminal or high-risk behaviours**

Students may be suspended without prejudice if they are being investigated by the police for a crime that is judged to have a potential harmful impact on students or staff in college. A suspension may also be applied if the college becomes aware of behaviour that opposes our values or brings the college into disrepute. If the college becomes aware of any criminal activity (either in college or not) we have a duty to report this to the police. Examples would include any safeguarding matters involving abuse or criminal behaviour targeting children or vulnerable adults, sexual assaults and rape, IT based fraud, crimes of violence or hate crimes. This list is not intended to be exhaustive and the decision should be taken after assessing the potential risk to those in the college environment and to the student in question. The decision to suspend must be taken in consultation with the AP and Director of Student Services/Head of Apprenticeships. The suspension is to protect the student and others and will be reviewed once the outcome of the police investigation is known. Wherever possible, the suspended student should be allowed and supported to complete their programme of study (study at home, planned tutorial meetings, etc.). This will not always be possible if the matter arises early in the college year. Each case will be assessed on an individual basis.

### **9. Cases involving incidents in the workplace**

In cases where the reason for the disciplinary investigation is based on an allegation that the student may have caused harm to a child, either on placement or in work as an apprentice, and the Local Authority Designated Officer (LADO) has oversight of the allegation, the investigating officer will complete a written report in line with LADO processes. In these cases, where appropriate, the employer may also be asked to form part of the disciplinary panel.

### **10. Appeals**

An appeal to a Stage 3 or 4 decision must be made in writing to the Quality Team, within 10 working days and the reasons for the appeal need to be clearly stated. Email address [quality@newcollege.ac.uk](mailto:quality@newcollege.ac.uk)

## Appendices

### **Appendix 1: The New College Commitment**

Our mission is to ready our students for progression and to instil in them the skills, attitudes and behaviours necessary for their success in further learning or the workplace. The work-ready values, behaviours and standards we expect of our students are set out below. Our students are Strong, Thoughtful, Ambitious and Respectful (STAR) and ready for an outstanding future.



## OUR COMMITMENT TO YOU

01

To equip you with the skills, knowledge and behaviours to help you achieve your ambitions

02

A safe, supportive and secure environment in which to learn and grow

03

Knowledgeable and enthusiastic staff who are calm, consistent and compassionate

04

To place you on the right course at the right time

05

A probationary period for the first six weeks to assess if the course is appropriate

06

To set you targets which are ambitious but achievable and which are regularly reviewed

07

Academic and pastoral support to help you become a **STAR** student

- **Strong** in meeting challenges and overcoming adversity
- **Thoughtful** in the decisions you make
- **Ambitious** for yourself and your peers
- **Respectful** of yourself, of others and of the environment

08

To mark your work and to provide meaningful feedback within 10 working days

09

To listen and to act on what you tell us about how we can improve your experience at New College

10

To care for your mental and emotional wellbeing

11

To give you support, advice and guidance regarding your next steps

## YOUR COMMITMENT TO US

01

To act at all times in a way which will help you to achieve your ambitions

02

To keep the College safe and secure by wearing your ID and lanyard at all times

03

To arrive at all lessons on time

04

To aim for 100% attendance

05

To do your best to work independently out of class

06

To take ownership of your targets and responsibility for achieving them

07

Work hard to become a **STAR** student

- Be **strong** in meeting challenges and overcoming adversity
- Be **thoughtful** in the decisions you make
- Be **ambitious** for yourself and your peers
- Be **respectful** of yourself, of others and of the environment

08

To listen to the feedback you are given and act on it to improve your skills, knowledge and behaviour

09

To tell us how we can improve your experience at New College

10

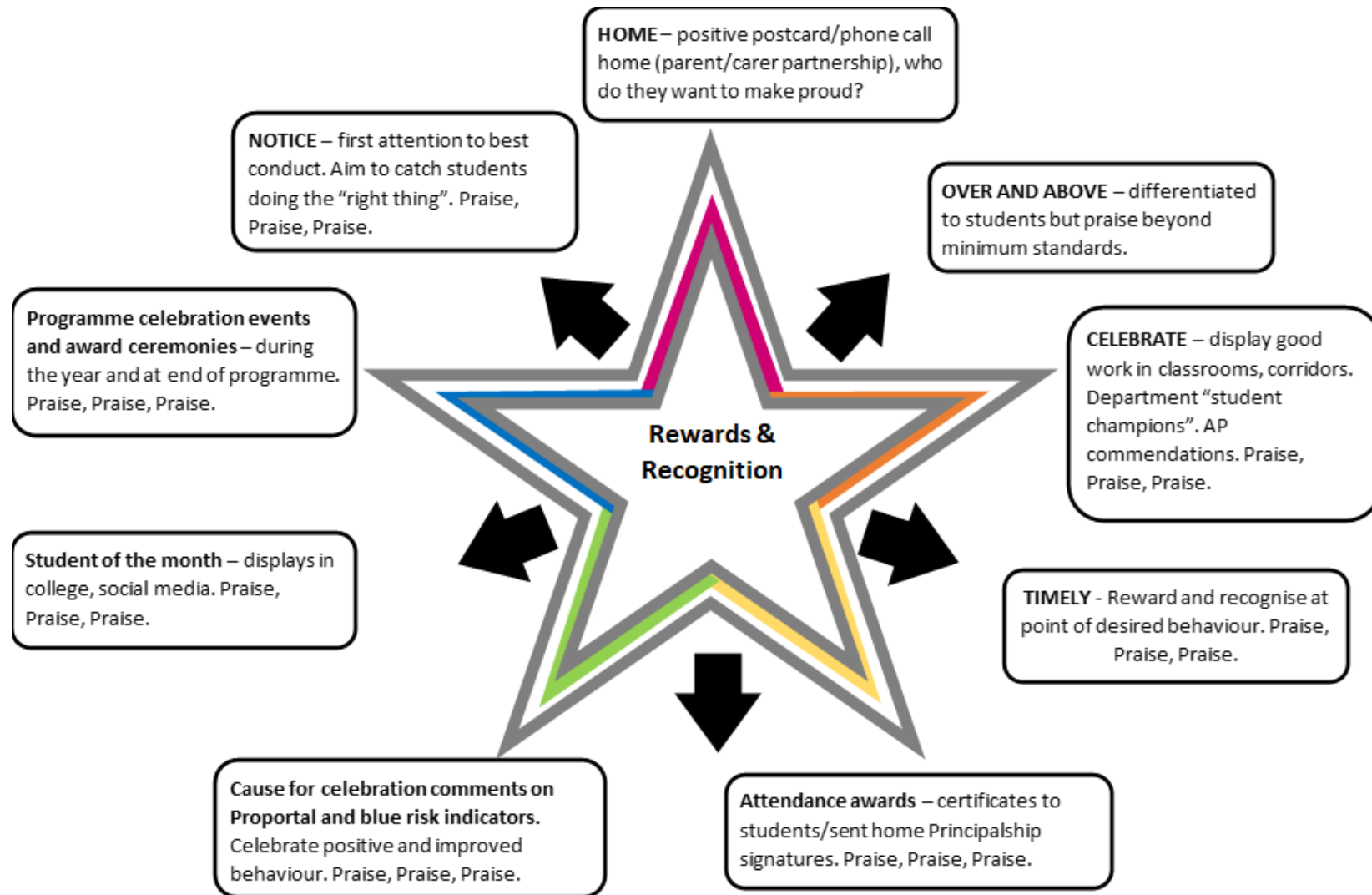
To seek help when you need it and accept support when it is offered

11

To be safe online and to act in a way which will not cause harm to yourself or others



## Appendix 2: Positive Behaviour Intervention



## Appendix 3: Contacts

Internal teams to refer to for support:

**Wellbeing team:** [wellbeing@newcollege.ac.uk](mailto:wellbeing@newcollege.ac.uk)

The Wellbeing Team support students with high levels of anxiety.

**Togetherall:** <https://account.v2.togetherall.com/register/student>

Students who are struggling with their mental health can access Togetherall which is an online platform available 24/7 they can register at the link above.

**The Student Counselling Service:** [counselling@newcollege.ac.uk](mailto:counselling@newcollege.ac.uk)

The counselling team will provide counselling to student who feel they may benefit from exploring things that may be impacting their mental health.

**Skills Development Team:** [additionalsupport@newcollege.ac.uk](mailto:additionalsupport@newcollege.ac.uk)

The Skills Development team can assess barriers to learning based on learning needs, they can provide recommendations in how students should work and they can best be supported, as well as one to one or small group interventions.

**College Nurse:** [wellbeing@newcollege.ac.uk](mailto:wellbeing@newcollege.ac.uk)

The College nurses provide help and guidance around medical needs.

**Chaplaincy:** [chaplaincy@newcollege.ac.uk](mailto:chaplaincy@newcollege.ac.uk)

The chaplaincy team provide support on spiritual matters as well as a listening service.

**Financial Support:** [studentservicesenquiries@newcollege.ac.uk](mailto:studentservicesenquiries@newcollege.ac.uk)

The financial support team can provide help with if students are facing any financial barriers at college, dependant on household income.