

**Bournemouth and Poole College  
Positive Behaviour  
Procedure and Guidance**

## Index

<b>Informal Interventions .....</b>	<b>3-4</b>
Developing a Positive Culture.....	3
Induction.....	3
BPC Characters and Core Skills .....	3
Sector Code of Conduct .....	3
Dealing with Low-Level Behaviour .....	3
Rewards and Recognition .....	4
Meeting around the table.....	4
Cooling-off periods .....	4
<b>Formal Procedures.....</b>	<b>5-13</b>
Stage 1 – Partnership Stage.....	5
Stage 2 – Formal Warning .....	6
Stage 3 – Final Written Warning .....	7
Stage 4 – Inclusion Panel Hearings.....	8-10
Inclusion Panel Hearings (students with EHCP plan).....	10
Appeal Procedures .....	11
Suspending a student or apprentice .....	12-13
Compensation Orders.....	12
Enrolment Scrutiny Panel Hearings.....	12
<b>Appendix A: Examples of different levels of behaviours .....</b>	<b>14-15</b>
<b>Appendix B: Quick Reference Guide to Formal Procedure .....</b>	<b>16</b>
<b>Appendix C: Rewards and Recognition Guidance .....</b>	<b>17</b>
<b>Appendix D: Apprenticeship Guidance.....</b>	<b>18-20</b>
<b>Appendix E: Positive Characters and Values.....</b>	<b>21</b>

## INFORMAL INTERVENTIONS

### Developing a Positive Culture in and out of the classroom

All students, apprentices and staff are expected to be friendly and courteous around College. Staff should go the extra mile and take positive steps to speak to students as they navigate the campuses. Any low-level behaviour can be addressed using our BPC Characters and Core Skills as a prompt. *All students should be greeted warmly at their classrooms with an informal check on how they are that day. If a student is having a particularly bad day, a note on ProMonitor would help others to pick up on this.*

### Induction – Curriculum BPC Characters and Core Skills and Classroom Codes of Conduct

#### *BPC Characters and Core Skills*

Students and tutors will explore the sector-adapted versions of our BPC Characters and Core Skills which are relevant to their industry/curriculum area and long-term career aspirations. Sector-relevant characters and core skills to be clearly visible around the curriculum area.

Students should set themselves BPC Characters and Core Skills targets on ProMonitor. Progress against these targets should be monitored through academic tutorials and PDT sessions.

#### *Sector Code of Conduct*

All courses will draw up their Sector Codes of Conduct which will be based on the Curriculum Characters and Core Skills. It can be used as a tool to promote and praise positive behaviour or to address any low-level behaviour not in line with the code.

### Low-Level Behaviour

The College will always strive to have high expectations of its staff and students. However, in some instances, low-level behaviour can be addressed less formally.

Low-level behaviour constitutes minor misconduct which is not regular and doesn't have a significant impact on learning or put other students at harm. Appendix A gives examples of low-level behaviour e.g., odd occasions of lateness or absence, which are justified.

The College wishes to embrace *trauma-led practice, which is recognising that students are shaped by their individual experiences*. Staff should consider the cause and then adjust their response accordingly, including praising where a student who is not quite meeting our expectations but has managed to make improvements e.g., due to family circumstances.

The key with all low-level behaviour is not to ignore it but to deal with it swiftly, and positively and make sure all parties are involved – no action is not an action.

The most effective way to stop concerning behaviour is to have a conversation with the student and ensure parents/carers or employers are aware of the situation and there is agreement on what actions are to be taken. This way everyone should be positively supportive of making improvements. Meetings around the table are more time-consuming, however, getting everyone together to discuss the matter should prevent behaviour from escalating to formal processes which are even more time-consuming.

## **Rewards and Recognition**

Rewards do not have to be a formal event, staff should actively look for positive behaviour to reward, recognise and praise. There is no set way to do this, however, opportunities will be made to share good practice. Appendix C gives suggestions on when rewards should be given.

## **Meeting around the table**

Where the behaviour is more serious or there are other mitigating circumstances, a meeting around the table with the tutor, subject teacher, student, parents/carers, student support and inclusion team, or external agencies. The student should be given the opportunity to reflect on their behaviour and the impact on their own learning and others and to arrive at strategies or actions to support improvements. This will ensure all parties are quickly involved in supporting the student and securing improvements.

## **Cooling-Off Periods**

Where a student is not ready to learn and/or at risk of having a negative impact on the learning environment or other students' ability to study, a cooling-off period may be given. This usually will be for a class session only and students must remain on campus during this time, depending on the individual circumstances of that student. If a much longer period is necessary then please refer to the procedure for suspension.

## **FORMAL PROCEDURES**

A student may enter the process at any stage depending on the level of behaviour. Appendix B provides a quick reference guide.

All formal procedures should be with the student in person, where possible. If not possible, meetings can be held online or over the phone. The lead is responsible for ensuring that the College's Video Conferencing Protocols are adhered to, and reasonable adjustments are made so that the appropriate support is available, and where appropriate parents/carers can be involved.

If a student fails to attend a meeting, without giving any notification or reasonable explanation, the meeting may take place in their absence.

### **Stage 1: Character Building Meeting – Partnership Stage**

#### **Aim**

To be student-led with opportunities for reflection. They will consider the impact of their behaviour on themselves, their learning and others; without taking punitive measures. They will agree on actions/strategies to improve and take up support where needed.

#### **Who can issue them?**

Progress Development Tutor (PDT), Academic Tutor / Subject Lecturer, Personal Tutor, English and Maths Tutor, Professional Services staff and a member of the Student Inclusion and Support team. Non-curriculum staff may be supported by a member of the curriculum team, if necessary.

#### **Who should be present?**

- Student (with a supporting person if required)
- Member of staff instigating the meeting
- Member of the Student Inclusion and Support team, where appropriate
- Parent/carer/employer, where appropriate.

#### **What needs to happen:**

- Student reflects upon their behaviours against the BPC Characters and Core Skills.
- Students are supported to agree on actions and support measures.
- A review date is agreed to no more than two weeks following the meeting.
- Staff record all actions and outcomes in the meetings section of ProMonitor, and also put a note of the meeting in the comments section to alert all relevant staff.

#### **Follow-up Communications**

- A letter sent to the student outlining the actions and outcomes of the meeting.
- Parents/carers/guardians and/or external agencies are sent a copy of the letter
- All actions and outcomes will be recorded on ProMonitor.

#### **What happens next?**

- If the student's behaviour is improved then reward and recognition are given.
- If the student's behaviour escalates negatively then the student may enter a higher stage
- If the student has had three Stage 1 meetings (in close proximity) and behaviour has not improved a Stage 2 meeting will be called.

## **Stage 2: Character Building Meeting - Formal Warning**

### **Aim**

Formal warnings are staff-led, however, students should be involved in reflection and decision-making, as detailed in Stage 1. Formal warnings should not be used for general classroom management or low-level behaviour.

### **Who can issue them?**

Stage 2 meetings can be instigated by a Learning Manager (LM), Apprenticeship Manager (AM) or a member of the Student Inclusion and Support team (in partnership with the curriculum).

### **Who should be present?**

- Academic Tutor / PDT / Apprenticeship Assessor / Subject Lecturer (inc. English and maths) or Personal Tutor leading the meeting.
- Student (with supporting person, if required).
- Member of the Student Inclusion and Support team, where appropriate.
- Parent/carer/employer (however if not available, they will be notified that the meeting will go ahead in their absence).

### **What needs to happen:**

- Student reflects upon their behaviours against the BPC Characters and Core Skills.
- Students are supported to agree on actions and support measures.
- A review date is agreed to no more than two weeks following the meeting.
- Student should be informed that the formal warning has a duration of 3 months, after that date, it will be 'spent' if the behaviour improves, however, all warnings will remain on the student's record for the remainder of the academic year.
- Staff record all actions and outcomes in the meetings section of ProMonitor, and also put a note in the comments to alert the relevant staff.

### **Follow-up Communications**

- Student sent a letter detailing the formal warning, appeals process and information on how to get support. Parents/carers and/or external agencies are informed by letter.
- Staff record on ProMonitor in the meetings section and add a comment to alert relevant staff.

## **Stage 3: Character Building Meeting - Final Written Warning**

### **Aim**

The purpose of the Final Warning is to clearly indicate the nature of behavioural change that is required and outline any behaviour which would automatically trigger a request for an Inclusion Panel and potential exclusion from the College.

### **Who can issue them?**

Final warnings can be issued by a Director of Learning (DoL), Head of Apprenticeships (HoA), and the Director of Student Inclusion and Support (DSIS) in partnership with the curriculum.

### **Who should be present?**

- DoL or HoA and the DSIS
- Learning Manager (LM) or Apprenticeship Manager (AM)
- Academic Tutor / PDT / Subject tutor (where possible/appropriate)
- Student (with a supporting person)
- Parent/carer/employer (however, can be notified that the meeting can take place in their absence)
- Member of the Student Inclusion and Support team where appropriate.

### **What needs to happen?**

- The lead should indicate the serious nature of behavioural change that is required and/or any specific conditions or actions that need to happen.
- Students should fully understand that any escalation or repeated behaviour will automatically trigger an inclusion panel and may lead to a suspension.
- Students should be informed that the final warning has a duration of 6 months, after which this can become 'spent', however, all warnings will remain on the student's record after the end date (spent), for the remainder of the academic year.
- Actions will be agreed upon, including taking up relevant support options.
- Staff record all actions and outcomes in the meetings section of ProMonitor, and also put a note in the comments to alert the relevant staff.

### **Follow Up Communications**

- Student sent a letter detailing the formal warning, appeals process and information on how to access support.
- Parents/carers and/or external agencies are informed by letter.
- Staff record on ProMonitor in the meetings section and add a comment to alert relevant staff.

### **Appeals**

- Appeals for a Final Warning will be heard by a DoL/HoA in another curriculum area. For further information please see the section on Appeals.

## **Stage 4: Inclusion Panel Hearing**

### **Aim**

Inclusion panels can be requested by a Director of Learning (DoL), Head of Apprenticeships (HoA), or the Deputy Safeguarding Lead (DSL) for either a single extreme behavioural incident or a pattern of persistent behavioural problems that have resulted in a series of escalating warnings. A request for an Inclusion Panel is a request to withdraw the student from their current programme of study.

### **Gross Misconduct**

In cases of Gross Misconduct, it may be necessary to suspend the student pending the investigation for the safety of others/themselves or where a student's presence may interfere with the investigation. Please refer to the section on Suspensions. Examples of what is considered Gross Misconduct can be found in Appendix A.

The College has a zero-tolerance policy for the following behaviours whether in person or using any form of communication method (online or written):

- Bullying or harassment. Appendix A gives details on what is bullying and harassment.
- Any form of discrimination, including making racist, sexist, homophobic or other derogatory comments using any form of communication.
- Any actions in opposition to Fundamental British Values; including democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.
- Putting anyone at risk, whether this is physically, verbally, sexually, emotionally or refusing to provide college ID when requested.
- Plagiarising, copying others' work or cheating.
- Possession of alcohol, drug paraphernalia, psychoactive substances, illegal drugs or controlled drugs (unless medically prescribed).
- Being under the influence of alcohol.
- Being under the influence of psychoactive substances, illegal drugs or controlled drugs (unless medically prescribed).
- Vandalising or engaging in any criminal behaviour.

### **Who can request them?**

DoL, HoA or DSL

### **What needs to happen?**

- Students must be issued with appropriate warnings before any Inclusion Panel is requested unless it is a single extreme behavioural incident.
- The student must have received a Final Warning that clearly indicates the nature of behavioural change that is required and/or any specific conditions or actions.
- Consideration must be given to mitigating or extenuating circumstances such as learning difficulties and/or disability, or personal circumstances. These factors may not excuse behaviours such as putting themselves or others at risk of harm or a criminal offence.
- To request an inclusion panel the DoL/HoA must add an 'Inclusion Panel' comment on ProMonitor that identifies either a single extreme behavioural incident or a pattern of persistent behavioural problems that have resulted in a series of escalating warnings.



- All support provided before this request for exclusion must be evidenced on ProMonitor and will be considered before any inclusion panels are convened. Where insufficient evidence of support is available on ProMonitor, the request for a panel may be declined.

### **Who can issue a request to them?**

DoL, HoA or DSL

### **Who can conduct them?**

Vice Principal Curriculum and Quality (VPCQ) or another designated Executive member

### **Who should be present:**

- VPCQ or another designated member of the Executive team
- DoL/HoA (or their deputy)
- Appropriate Learning Manager / Apprenticeship Manager and / or Academic Tutor / PDT (where possible/appropriate)
- Student (with a supporting person)
- Parent/carer/employer (they should be informed that if they cannot or do not attend a hearing, after reasonable attempts to re-arrange, the hearing may go ahead in their absence.
- Member of the Student Inclusion and Support team where appropriate.

Students, Parents/Carers, and employers should be made aware that if they cannot or do not attend a hearing, then the hearing may go ahead in their absence.

### **What needs to happen:**

- An inclusion panel will be convened, consisting of the VPCQ (or another nominated executive member, in their absence), a DoL/HoA from another curriculum area, and a member of the Student Inclusion and Support Team.
- All investigation evidence should be shared with the panel in advance of the hearing. A pre-meeting will be held where the chair decides on what evidence will be considered at the hearing.
- The hearing will take place within 10 College days from the point of request. Any delays must be communicated promptly and a new date arranged.
- Students and parents/carers/employers will receive at least 5 working days' notice of the hearing.
- At the hearing, the case for exclusion will be presented by the DoL and LM, or HoA and AM.
- The student, with assistance from their advocate(s)/support if required, will have the opportunity to present their case against exclusion, including any mitigating circumstances.
- The panel will have the opportunity to ask both parties questions and may break at any time to discuss matters in private.
- In making its decision the panel will work to the criterion of reasonable probability rather than the weight of the evidence required in a legal court (beyond all reasonable doubt)
- The panel will then withdraw to make its decision. During this time, they may call back staff or the student for further clarification at any time.

- When the panel has arrived at a decision, they may invite the student, parents/carers, and employer back to the hearing to hear the outcomes, alternatively the student, parent/carers, and employer will be informed by phone, followed up with a letter.

Possible outcomes may be:

- Student remains in College. Options include remaining on the current programme, transferring to an alternative programme or completing the remainder of the course via remote learning, where this is possible. The student will be set rigorous actions which will be monitored weekly.
- Exclusion for the remainder of the academic year.
- Exclusion for the remainder of the academic year and the following academic year.
- Where a request for exclusion has been refused, the student will be invited back to College, but will first meet with the relevant LM to agree on targets and actions.

### **Follow-up communications**

- A letter will confirm the outcomes of the hearing and details of any support offered.
- The relevant DoL or HoA will ensure that there is a record on ProMonitor in the meetings section and a comment to alert relevant staff.
- All evidence will be kept in the event of an appeal.
- Appeals will be heard by a different Exec member.
- All Inclusion Panel hearings will be minuted and minutes will be made available to all attendees on request.

### **Inclusion Panels of students with EHC Plans**

If an Inclusion Panel is requested for a student with an EHC plan we will have regard to the DfE guidance on exclusions which gives very clear advice that if we are considering exclusion, it would be very difficult to evidence that we had taken all reasonable steps if we had not called an emergency EHCP review. Unlawful exclusion of a pupil with a disability may amount to disability discrimination under the Equality Act 2010. When an exclusion is considered appropriate, this decision must be made in partnership with the Local Authority and subject to an emergency EHCP review. An exclusion can only be considered when all possible reasonable steps to avoid exclusion have been exhausted. If there is clear evidence that all possible reasonable steps have been taken and exclusion is still assessed as appropriate, then an emergency EHCP review must be called before the student is excluded. Evidence must be presented to show what reasonable steps have been taken to avoid exclusion. Evidence that the behaviour the student is being excluded for is not part of their disability.

## **Student Appeal Procedure**

### **Appeal against Final Warning**

Students who wish to appeal against a Final Warning should do so in writing to the VPCQ within 5 working days of the meeting.

Appeals against a final warning will be considered by a DoL from another curriculum area, or the HoA who may decide to review the evidence in a formal meeting attended by the student, parent/carer or advocate and the course tutor. Members of the Student Experience management team and/or the safeguarding team may need to be involved at this point. The student will be informed of the decision by e-mail or in writing. Any actions or outcomes will be recorded on the ProMonitor.

### **Appeal against Exclusion**

In the case of any appeal against an exclusion decision, the student will need to apply in writing to the Principal within 10 working days of being notified of the outcome. The student will need to give details on the grounds for his appeal, together with any evidence to substantiate the claim.

Grounds for appealing are:

- The College did not follow this procedure correctly.
- New evidence is available that was not available at the time of the hearing that could materially affect the hearing panel's decision.

The Principal (or another nominated member of the executive) will review the panel's decision and decide whether there are grounds for an appeal hearing to be held. The student will be informed of that decision by e-mail or in writing.

If the decision is that the appeal is justified due to the submission of new evidence or claimed procedural irregularities, an appeals panel will then be convened by a different executive member who chaired the original inclusion panel.

The procedure for the hearing is set out below:

- Only witnesses and documents identified to the Chair in advance of the hearing will be referred to during the hearing itself.
- The student or their advocate will be invited to state the grounds of their appeal.
- The panel will have the opportunity to ask questions of the student or their advocate.
- The chair of the original panel will then present their case.
- The panel will have the opportunity to ask questions of the chair of the original panel.
- Both sides will have the opportunity to summarise their cases.
- Both sides will withdraw from the hearing, leaving the panel to deliberate privately. The panel can recall either side to seek points of clarification.
- The panel will normally inform the student of their decision by phone call followed by a letter sent within 5 working days.

## Suspensions

In cases of gross misconduct, or where a student poses a risk to themselves or others, it may be necessary to suspend a student or apprentice from the College pending an investigation. Suspension of a student requires the agreement of a DoL and the Designated Safeguarding Lead (DSL). A dynamic risk assessment approach should be taken.

Students, parents and carers should be immediately informed of the suspension and reasons for the suspension, and this should be confirmed in writing within 2 days of the suspension.

A hearing should take place within 10 college days of the suspension/incident. If there are any delays the student, parents/carers must be informed of the delay and the reasons for the delay.

In order not to disadvantage the student or apprentice while under suspension, every effort should be made to enable the student or apprentice to continue their studies, either using online learning or work activities being sent home.

Where a student has formal examinations, every step should be taken to facilitate that student sitting their examination during their suspension. This, however, will not always be possible and each case will be assessed on an individual basis and could depend on course type.

Students and apprentices may be suspended without prejudice if they are being investigated by the police for a crime that is judged to have a potentially harmful impact on students, apprentices or staff in College.

If the College becomes aware of all information and actions taken relating to the suspension should be recorded on ProMonitor for the attention of all relevant staff.

**Parents/carers must be informed of any student under 18 years of age being sent home or being suspended.** In the case of a request to suspend vulnerable students e.g., students with an EHCP, Looked After Child, Young Parents, Young Carers, those working with the Youth Justice Service, Care Leavers, Estranged for more than 48 hours, a scrutiny panel chaired by the DoL, LM, Director of Student Inclusion and Support and a SEND Manager should be requested.

## Compensation Orders

In some cases, where the breach of discipline involves causing property damage, the student or apprentice may be required, in addition to any disciplinary penalty, to reimburse the College for the cost of repairs. In addition, the College reserves the right to involve the Police in the damage to property or any part of the cause or building.

## Enrolment Scrutiny Panel hearings

When a student has been issued with a fixed term exclusion, they may reapply to study at Bournemouth and Poole College once this period is over. Their application will be considered by an Enrolment Scrutiny Panel hearing consisting of the VPCQ, DoL and DSL.

The panel will assess the suitability and readiness of the student to continue their education, taking into account any positive actions the student has taken during their exclusion. A risk assessment may be necessary.

This panel will assess the suitability and readiness of the student to continue their education with us. This may include carrying out a risk assessment where further misdemeanours have occurred after

their exclusion. If the student is allowed to return, then actions will be agreed and a record of these actions placed on ProMonitor. Alternatively, the exclusion term may be extended.

A panel may be convened if further discussion is needed to consider an extension to the fixed term exclusion or issuing of a permanent exclusion. The outcome will be communicated within 7 working days of the decision being made.

The panel's decision may be appealed based on the submission of new evidence or evidence of procedural irregularities.

## **Appendix A – Examples of different levels of behaviour**

### **Minor Misconduct**

Minor misconduct includes persistently disruptive behaviour; which causes a disturbance or nuisance to others. The following examples of minor misconduct are for illustration only – the list is not prescriptive or exhaustive.

- Unauthorised use of mobile phones or other devices in classrooms or work environments.
- Non-compliance with regulations regarding study areas (e.g., eating or drinking in unauthorised areas).
- Addressing staff or fellow students in an impolite, inappropriate or offensive manner.
- Poor attendance and/or punctuality and/or unauthorised attendance.
- Misuse or unauthorised use of college facilities or property (this could also be serious or Gross misconduct, depending on the offence).
- Obstruction or disruption of college processes and procedures.
- Failure to follow a reasonable instruction from a member of staff.

### **Serious Misconduct**

Serious misconduct includes threatening behaviour and bullying or harassment of staff, students or apprentices. The following examples of serious misconduct are for illustration only – the list is not prescriptive or exhaustive.

- Peer on Peer abuse, abusive, threatening or bullying behaviour towards staff and students via any means including phone, text, emails or on internet blogs, forums, Facebook, Twitter or any other social media.
- Intentional or reckless damage or defacement of college property or the property of other members of the College community.
- Failure to show ID card on request.
- Fraud, deceit or dishonesty about the College or its staff
- False or malicious allegations against college staff e.g., fabricated complaints that may have been raised initially as part of the College Complaints Procedure.
- Non-compliance with penalties imposed for minor misconduct.
- Failure to comply with college policies or procedures.

### **Gross Misconduct**

Gross misconduct is behaviour which calls into question a student's or apprentice's status as a student or apprentice of the College. The following examples of gross misconduct are for illustration only – the list is not prescriptive or exhaustive.

- Bringing the College into disrepute.
- Dealing with, possessing or using illegal substances.
- Being at College under the influence of alcohol or other illegal substances.
- Physical assault, or threat of physical assault, on a member of staff or a student/apprentice.
- Use or threaten to use a weapon.
- Racial hatred or abusive actions.
- Criminal conviction for any of the above / offences against a person of a violent or sexual nature.
- Fraud, deceit or dishonesty about the College.
- Theft of property.
- Non-compliance with penalties imposed for serious misconduct.
- Abuse of College IT systems.

## **Definitions of Bullying and Harassment**

Bullying is offensive, intimidating, malicious or insulting behaviour that can make a person feel vulnerable, upset, humiliated, undermined or threatened. Bullying can be the form of physical, verbal and non-verbal conduct. Non-verbal conduct includes cyberbullying and, the use of social media or other technologies.

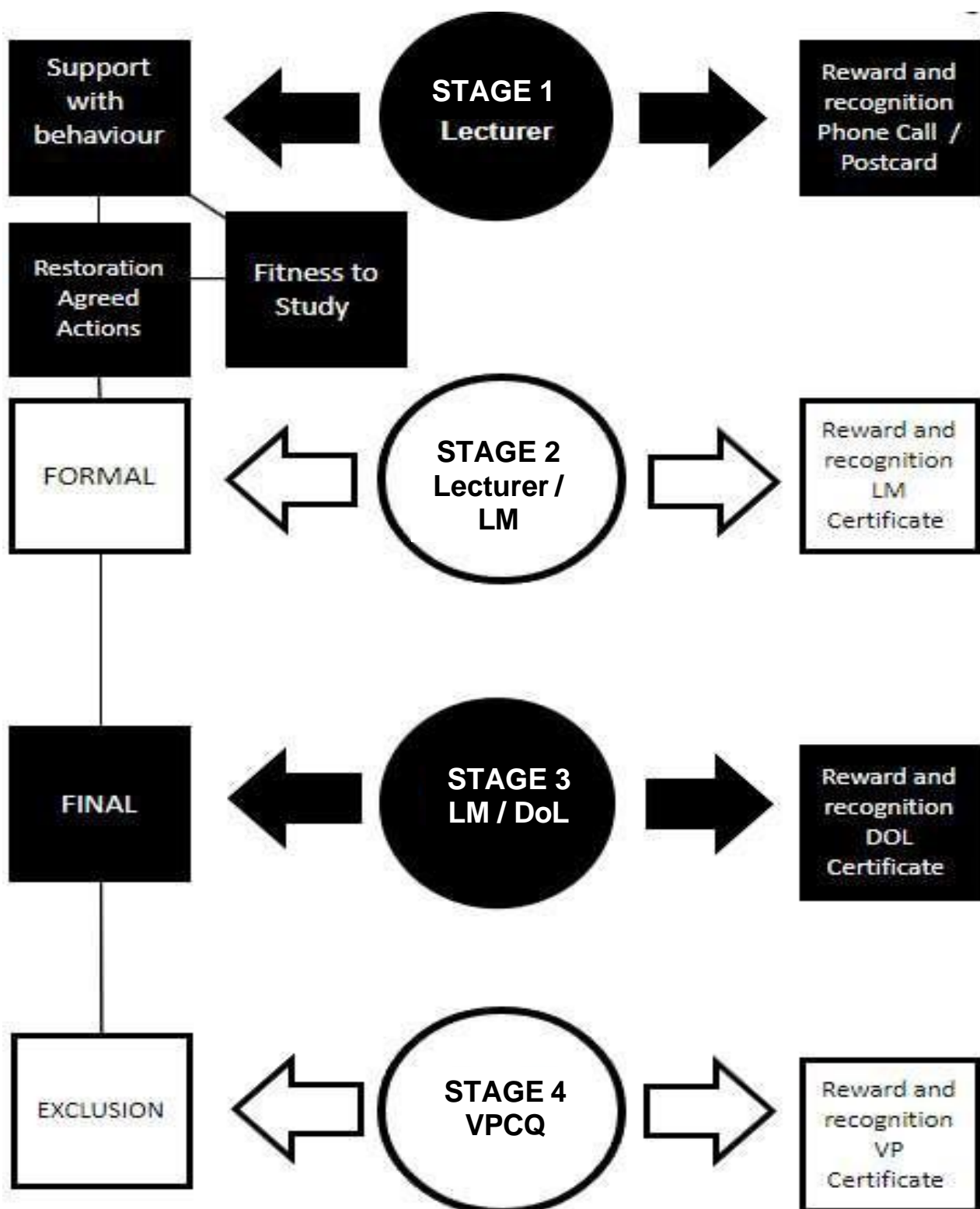
Harassment is unwanted behaviour, which causes mental or emotional suffering or has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. Harassment may occur physically, verbally or non-verbal and it can be intentional or unintentional.

## Appendix B - Quick Reference Guide to Formal Procedures

	Stage 1 (Misconduct)	Stage 2 (Formal Warning)	Stage 3 Final Written Warning)	Stage 4 (Inclusion Panel)
<b>Person Instigating</b>	Any member of staff (A member of the curriculum team should support where needed)	LM or AM (or another designated LM)	DoL or HoA (or another designated SLT or DoL)	VPCQ (or another designated Exec member)
<b>Person(s) attending the meeting</b>	<ul style="list-style-type: none"> <li>• Student (with a supporting person)</li> <li>• Member of the Student Inclusion and Support team where appropriate</li> <li>• Parent/carer/employer where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Subject Lecturer/Personal Tutor/ PDT/Assessor</li> <li>• Student (with a supporting person)</li> <li>• Member of the Student Inclusion and Support team where appropriate</li> <li>• Parent/carer/employer</li> </ul>	<ul style="list-style-type: none"> <li>• LM/AM</li> <li>• Subject Lecturer/Personal Tutor / PDT</li> <li>• Student (with a supporting person)</li> <li>• Parent/carer/employer</li> <li>• Member of the Student Inclusion and Support team where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• DoL/HoA</li> <li>• LM/AM and/or Academic Tutor/PDT (where appropriate)</li> <li>• Student (with a supporting person)</li> <li>• Parent/carer/employer where appropriate</li> <li>• Member of the Student Inclusion and Support team where appropriate</li> </ul>
<b>Action</b>	<ul style="list-style-type: none"> <li>• Record on ProMonitor against a Character Value (FAO: all relevant staff)</li> <li>• Set SMART targets (FAO: Subject Tutor / PDT / Apprenticeship Assessor)</li> <li>• Set review date (if required)</li> <li>• Parental/carer/employer contact (if required)</li> <li>• Student Inclusion and Support team (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• Record Stage 2 meeting on ProMonitor against a Character Value (FAO: all relevant staff)</li> <li>• Set CSMART Targets as appropriate</li> <li>• Set review date</li> <li>• Parental/carer/employer</li> <li>• Student Inclusion and Support team</li> </ul>	<ul style="list-style-type: none"> <li>• Record meeting on ProMonitor against a Character Value (FAO: All relevant staff)</li> <li>• Set SMART Targets</li> <li>• Set review date</li> <li>• Send written warning</li> <li>• Parental/carer/employer contact</li> <li>• FAO Student Inclusion and Support team if applicable</li> <li>• Suspension if required</li> </ul>	<ul style="list-style-type: none"> <li>• Suspension if required</li> <li>• PREVENT Referral (if required)</li> <li>• Record on ProMonitor against a Character Value (FAO: All relevant staff)</li> <li>• Set review date</li> <li>• Send written warning</li> <li>• Recommendation for permanent exclusion (if required)</li> <li>• Parental/carer/employer</li> <li>• FAO Student Inclusion and Support team (if applicable)</li> </ul>
<b>Next stage</b>	Referral to stage 2 for persistent misconduct. If meeting actions and conditions praise and recognition.	Referral to Stage 3 for persistent repeated serious misconduct or gross misconduct. If meeting actions and conditions praise and recognition.	Referral to the Inclusion Panel for gross misconduct or repeated serious misconduct. If the student meets actions, then praise and recognition.	Exclusion or Return to College on a lesser stage with actions
<b>Appeal option</b>	No	No	Yes	Yes
<b>Review period</b>	2 academic weeks	1-4 academic weeks	1-4 academic weeks	1 academic week



## Appendix C - Use of Awards and Recognition



## Appendix D - Utilising this policy with apprentices

Apprentices are to follow the same expectations of all students as with the above procedures. However, the following gives communication channels for apprentices and their employers

This should not be the first time any employer has heard of issues, employers should be notified immediately if an apprentice does not attend College, and informal interventions should be used before any formal action is taken e.g., an employer should be made aware of 3 separate incidents of non-attendance or lateness before entering Stage 1.

### Stage 1

Curriculum Issue	WBL or work-related issue
Lecturer to conduct Stage 1 Apprenticeship Assessor / Trainer or Progress Coach is informed of issues and invited to Stage 1 (outcome to be shared with WBL team)	Apprenticeship Assessor / Trainer or Progress Coach conducts Stage 1 and report issue with employer
Apprenticeship Assessor / Trainer or Progress Coach to report issue and outcome to employer	Apprenticeship Assessor / Trainer or Progress Coach to conduct Stage 1 review and report outcome to employer
Lecturer to review Stage 1 and inform Apprenticeship Assessor / Trainer or Progress Coach of outcome	Apprenticeship Assessor / Trainer or Progress Coach to inform curriculum of outcomes
Apprenticeship Assessor / Trainer or Progress Coach to report outcome of review to employer	

### Stage 2

Curriculum Issue	WBL or work-related issue
Apprenticeship Assessor / Trainer or Progress Coach to report outcome of review to employer	Apprenticeship Assessor / Trainer or Progress Coach to report outcome of Stage 2 to employer
Apprenticeship Assessor / Trainer or Progress Coach to invite Employer and NOK if applicable to Stage 2	Apprenticeship Assessor / Trainer or Progress Coach to Arrange Stage 2 with AM / Employer and NOK if applicable
LM to record outcome and Apprenticeship Assessor/ Trainer or Progress Coach to inform Employer	AM to conduct Stage 2 review and inform Apprenticeship Assessor / Trainer or Progress Coach to report outcome of review to employer
Apprenticeship Assessor / Trainer or Progress Coach to report outcome of review to employer	Apprenticeship Assessor / Trainer or Progress Coach to inform curriculum of outcomes

### Stage 3

#### Curriculum Issue

LM to arrange Stage 3 with DoL and Apprenticeship Assessor/ Trainer or Progress Coach

Apprenticeship Assessor / Trainer or Progress Coach to invite Employer and NOK if applicable to Stage 3

DoL to conduct Stage 3

If outcome of Stage 3 is target based follow below

If outcome of Stage 3 is recommendation of removal from programme follow the below

LM to record outcome and Apprenticeship Assessor / Trainer or Progress Coach to inform Employer

LM to record outcome and DoL to request Stage 4 with HoA and VPCQ. Apprenticeship Assessor / Trainer or Progress Coach to inform Employer

DoL and LM to review Stage and inform Apprenticeship Assessor / Trainer or Progress Coach of outcome

VPCQ to conduct Stage 4

Apprenticeship Assessor / Trainer or Progress Coach to inform Employer / NOK of outcome

VPCQ to inform HoA of outcome

HoA to inform Curriculum / WBL of outcome

### Stage 3

WBL or work-related issue

AM to arrange Stage 3 with HoA/ Employer and NOK if applicable

Apprenticeship Assessor/ Trainer or Progress Coach to invite Employer and NOK if applicable to Stage 3

DoL to conduct Stage 3

If outcome of Stage 3 is target based follow below

AM to record outcome and Apprenticeship Assessor/ Trainer or Progress Coach to inform Employer

HoA and AM to review Stage and inform Apprenticeship Assessor / Trainer or Progress Coach of outcome

Apprenticeship Assessor / Trainer or Progress Coach to inform Employer / NOK of outcome

If outcome of Stage 3 is recommendation of removal from programme follow the below

AM to record outcome and HoA to request Stage 4 with HoA and VPCQ  
Apprenticeship Assessor/ Trainer or Progress Coach to inform Employer

VPCQ to conduct Stage 4

VPCQ to inform HoA of outcome

HoA to inform Curriculum / WBL of outcome

## **Appendix E – The fundamental aspects of developing Positive Characters and Core Skills**

**Positive relationships** – are the foundation of BPC Positive Behaviour Management along with the commitment to build students' character through positive coaching and mentoring e.g. meet and greet students whenever you encounter them; a smile and a hello. Students feel welcome and valued.

**Calm, positive and role-modelling adult behaviour** – high expectations set and displayed by all staff. Using emotional control to calm situations and separate behaviours from the student e.g., maintaining a calm response to challenging behaviour; not matching the level of emotion the student may be displaying e.g., anger.

**Positive motivation** – through praise, recognition and reward to promote engagement. “You get more of the behaviour you notice the most.” E.g., a postcard home, who does the student want to make proud?

- Reward and praise regularly
- It's not what you give but the way that you give it
- Make the system simple to operate
- Make the reward system personal
- Recognition beats material rewards every time
- Students need to know what the rewards are for

**Consistency** - simple rules which are clear and known to everyone (students, guardians, staff). Consistency across college and in own practice. Relentlessly refer to your agreed rules and expectations. Consistently uphold the college Core Skills e.g. Agree with class rules and expectations with your students and stick to them, refer back to them with students

### **Examples of Code of Conduct**

**Group Value Agreements could include:**

- Agreeing on a mantra for crisis points e.g. 'I am in control and I will stay calm'
- Using respectful language
- Positive listening
- No interruptions
- Valuing contributions
- Celebrating difference
- Understanding difficulties
- Find something to praise for each member of the group