

## Student Positive Behaviour Policy

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- A withdrawal **must not** take place without following College policy and procedure.
- In the first 42 days of enrolment, staff are asked to avoid issuing sanctions unless there is clear misconduct, but to focus on coaching conversations which can be recorded in student meetings on ProMonitor.
- Cooling off periods can be allowed after one-off incidents which do not pose an ongoing risk. Cooling off periods should last for 24 hours maximum UNLESS there is a risk of harm to students or others. This should be logged in student comments on ProMonitor.
- Student suspensions can be agreed at Head of Department (HOD) stage for a maximum of 48 hours UNLESS there is a risk of harm to students or others.
- ALL suspensions/cooling off periods **MUST** be logged on ProMonitor under a suspension meeting and the comment should be for the attention of 'Pastoral Support'
- Please note: If suspensions are not correctly reported the student is officially 'missing from education' therefore Curriculum Support Administrators must be informed of any cooling off period/suspension so registers can be marked accordingly.
- Students **MUST** be present when they are issued with any sanction and they must be aware of the appeals process.
- Cross college incidents and any sanctions required can be dealt with by the Student Support Team in partnership with the relevant HOD.
- HOD'S must request an Inclusion Panel when a decision needs to be made about whether the student can continue on their course.
- Inclusion Panel hearings **must be held within 10 working days** of initial suspension/ incident.
- Restorative Interventions (i.e coaching conversations) must be used and recorded in ProMonitor prior to any disciplinary action wherever possible and realistic.
- Any interventions will be held virtually where face to face meetings are not possible.
- The relevant Head of Department (HOD) (or nominated other) will present the evidence at the Inclusion Panel hearing.
- All Inclusion Panels will include a HOD, SLT, SEND or safeguarding team or Principal (AP).
- The evidence for exclusion should be presented by the curriculum HOD and designated investigating officer to panel members no later than 3 workings days of the Inclusion Panel date. The chair makes the final decision about if there is enough evidence or not for the student case to be heard. The chair can defer the student's case to the next panel but no further.
- The student has the right to advocacy and can ask a suitable person to attend to support them; this excludes legal representation. The college reserves the right to assess suitability of chosen advocate.
- Where the policy refers to 'classrooms' or 'college premises', this includes any college related activity including online and virtual.
- Appeals to the outcome of student panel hearings will be assessed by SLT or Principal.
- Complaints about the process or outcomes of appeals will be assessed by SLT or Principal.
- Agreed exclusions can be until the end of the academic year and into the next academic year.
- Agreement to allow completion of course for excluded students will be made on a case-by-case basis.
- Parents / carers **must** be contacted, involved and kept fully informed at every stage **unless** there are safeguarding concerns. This must be logged on pro-monitor.
- Appropriate external agencies must be alerted to any exclusion of 16-19 year old students by the Student Support Service Team e.g. C&K Careers, Local Authority.
- Appendixes to show college behaviours and useful templates that are used throughout the different stages of disciplinary.

When students need support with positive behaviour....

**Restorative Practice Intervention (RPI) should always be the first option where there is damage to relationships.** With agreed actions to achieve. Support available may include: Mediation between affected parties Progress Coaching Support referral e.g. Student Engagement Mentor, chaplaincy Parent/carer partnership

<p><b>STAGE 0</b> <b>COASHING CONVERSATION'S</b> <b>CHALLENGE LOW STAGE DISRUPTION</b></p>	<p><b>STAGE 1</b> <b>FORMAL VERBAL WARNING</b></p>	<p><b>STAGE 2: FORMAL WRITTEN WARNING</b></p>	<p><b>STAGE 3: Inclusion</b> <b>Panel Hearings</b> <b>(Formal)</b></p>
<p>INFORMAL CONVERSATION between staff / student. Focus discussion on underlying causes. Promote positive behaviours, agree action plan and monitor progress.</p> <p><b>Stage Owner:</b> Any member of staff.</p> <p><b>Recording Method:</b> Recorded on Promonitor. If staff member has no access, to report to the Curriculum Team.</p> <p><b>When does it reach Stage1/ 2:</b> Typically after 3 recorded instances, either repeated behaviours or range of different poor behaviours collectively. Recorded as a Cause for Concern in Promonitor.</p>	<p><b>MEETING WITH STUDENT</b> recorded as an action. Typically is issued for an agreed time period (1-4 weeks). Phone call to parent / carer U19/EHCP where appropriate, or employer for apprenticeship. Action plan to monitor</p> <p><b>Stage Owner:</b> Programme or Course Leader, Progress Coach or Apprenticeship Co-Ordinator, HOD.</p> <p><b>Recording Method: Stage 1 Verbal</b> Warning Record on Promonitor . STAR review.</p> <p><b>When does it reach Stage 2:</b> When action plan expectations are not met within allocated time and poor behaviour continues</p>	<p><b>MEETING WITH STUDENT/AND PARENTS / EMPLOYERS AS REQUIRED.</b> Highlight severity of Stage 2 and that next stage is Formal Hearing. Set questions to include:</p> <p>Discuss what has previously happened and why? Who is affected as a result of this behaviour? Are there any support requirements? What will the student do to improve behaviours? Agree actions and record identified actions</p> <p><b>Stage Owner:</b> Head of Department</p> <p><b>Recording Method:</b> Formal Written Warning recorded on Promonitor. STAR Review</p> <p><b>When does it reach Stage 3</b> When action plan expectations are not met within allocated time and poor behaviour continues</p>	<p>Following breach of the written warning (stage 3) or for reasons of Serious Misconduct, a Formal Hearing is required. Panel members should be HOD, member of the SEND and safeguarding team and SMT. All evidence should be submitted to panel (Appendix 4) no later than 3 days before the panel meeting.</p>

### Stage 3 Inclusion Panel Outcomes

Student is able to remain in college.

Panel to give verbal or formal warning

Options include remaining on current programme, request to transfer to alternative programme or complete remainder of course via remote learning, where this is possible.

Exclusion for remainder of academic year

Exclusion for remainder of academic year and following academic year

Permanent exclusion

**Following the Formal Hearing**

**Sanction outcomes**

Formal Written Warning – conditional return which will include conditions and a behaviour contract.

Expulsion from the college in which case the student will be withdrawn immediately.

**APPEAL PROCESS**

Students have the right to appeal against any sanctions imposed upon them at levels 1, 2,3 and 4 of the Disciplinary Procedure on one or both of two grounds.

Appeals against Formal Verbal Warnings must be made to the Head of Department

- Appeals against Formal Written Warnings must be made to the Director of Curriculum
- Appeals against Formal Written Warning (Conditional Return) or Expulsion must be made to the Principal
- All appeals must be made within 5 working days of the disciplinary meeting or hearing
- Appeals must be in writing and must state the reason/s for the appeal
- The appeal interview must be arranged to take place within 15 working days of the receipt of the

## Policy Statement

Craven College recognise that it has a moral and legal duty to provide a safe and secure environment for its students, staff and visitors.

Craven College ensures “Every student, every day, by everyone is Warmly Welcomed and Wanted”. It provides a supportive environment where students enjoy learning, are given opportunities to achieve their full potential and feel safe. We all agree that mutual respect, inclusivity, and tolerance should be encouraged and supported within the whole College Community.

We promote and nurture a culture of high aspiration in our students, our well-resourced and embedded support systems aim to ensure each student attends, makes excellent progress and achieves their own goals. A College wide commitment to improving behaviour will lead to greater learner engagement, better support for staff and fewer incidents of negative behaviour. It is vital as a college that we recognize and celebrate the achievements of our students to create an environment which encourages rewards and success.

These views are promoted by our Senior Leadership team and our Governors. Our curriculum is planned to allow each student to follow a pathway of learning that builds on their interests and strengths and supports their academic and career aspirations.

## Craven College approach to positive behaviour

Underpinning the positive behaviour approach is the simple reality that we all like to be praised for what we do well.

Staff who praise students achieve better results from them and from other students who notice and model this good behaviour.

This policy adopts four pillars which are the foundations for creating an environment which is focused on reward and recognition instead of punitive action.

**Restorative approaches** are based on four key pillars:

**RESPECT:** for everyone by listening to other opinions and learning to value them

**RESPONSIBILITY:** taking responsibility for your own actions

**REPAIR:** developing the skills within our college community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

**RE-INTEGRATION:** working through a structured, supportive process that aims to resolve the conflict and allows young people to remain in mainstream education.

## Minimum expectations

- ✓ Every day is a fresh start
- ✓ Greet your students at the door
- ✓ Model respectful language always
- ✓ Be interested in who your students are
- ✓ Engage students in decision making
- ✓ Teach and model excellent practice
- ✓ Use affective statements and questions
- ✓ Never remove a reward given
- ✓ Whole group punishments are never fair
- ✓ Sanctions should always be proportionate

## 1. Key Principals

This policy seeks to ensure that as a college we:

- “Every student, every day, by everyone is Warmly Welcomed and Wanted” Promote a culture of mutual respect, tolerance, democracy, individual liberty and shared expectations, consistent with British values.
- Provide a safe learning environment for all members of the College community free from physical risks, bullying or harassment including child on child abuse and sexual harassment.
- Shape an environment that is welcoming, friendly and supportive that promotes good attendance, punctuality and student progress.
- Communicate and demonstrate expectations around positive behaviour, good conduct, and associated responsibilities to all members of the college community.
- Empower staff to have restorative conversations and intervention should be apart of all activity/stages related to student behaviour
- Manage low stage disruption well, without disadvantaging student outcomes.
- Ensure student behaviour processes are managed effectively to promote fair and equitable treatment of all students whilst providing support to staff.

## 2. Responsibility – Senior Leadership Team (SLT)

- Make clear the responsibility of all staff to implement this policy.
- Promote and encourage positive behaviours of staff and students.
- Ensure every effort is made to use restorative conversation/interventions to support individual students where possible.
- Ensure staff are clear about the extent of their disciplinary authority.
- Ensure that instances of restorative conversation/interventions are being implanted at every stage and parents being informed unless there are safeguarding concerns and that “cooling off” and disciplinary processes are used effectively. All incidents must be reported and recorded on the college Pro-monitor system.
- Take all reasonable measures to protect the safety and well-being of staff and students.
- Ensure all staff are aware and understand child on child abuse and aspects of sexual harassment and understand what actions they must take in line with the Safeguarding Policy and Procedure

## Introduction

Craven College is committed to meeting the needs of students by providing high quality education and training in an environment conducive to learning. Effective learning is best achieved in a supportive and mutually respectful environment where high expectations of behaviour towards others in and beyond the college community underpin the ethos, resulting in positive engagement and leading to positive employment outcomes.

The following procedures detail how the objectives of the Student Positive Behaviour Policy will be met and identifies:

1. Key Processes
2. Procedures
3. Roles and Responsibilities
4. Objectives
5. Communication
6. Implementation
7. Monitoring
8. Reporting
9. Assessment of Impact
10. Continuous Improvement
11. Associated Documentation

### 1. Key Processes

#### 1.1 Expectations and Standards of Behaviour - the Student Code of Conduct

At Craven College we pride ourselves on the ethos and culture of the College. Staff and students share the responsibility for creating this positive learning environment. As member of the College Community we require all students to abide by the Craven College Code of Conduct( Appendix 1a) When present on and around College premises, whilst participating in any off-site activity, when travelling to and from college, or when engaging in any online activity linked to the College, all students are expected to demonstrate appropriate standards of behaviour (appendix 1b).

#### 1.2 Behaviour Not Meeting Expectations

Staff have a duty to intervene when behaviour does not meet expectations. Challenging behaviour does not always take place within the classroom and can be difficult to manage, therefore all staff should have a robust understanding of how to challenge and direct students towards positive behaviour. Our aim, through use of restorative approaches, is to seek positive outcomes for all involved through understanding individual situations, conflict resolution and mediation.

The aim is that students manage and take responsibility for their own behaviour. The tutor and other College staff will consistently promote positive behaviours and directly challenge low stage disruption on a regular basis. Every effort will be made to avoid formal disciplinary action.

Students will be referred to appropriate College support services if a support need is identified or if a special educational need and/or disability is disclosed.

#### Promoting Positive Online Behaviour

Craven College recognises that online communication can take many forms, whether via e- mail, text, video conferencing or instant chat/messaging. The college will ensure that all users of technologies adhere to the expected standard of behaviour as set out in the Acceptable Use Policy and Students Code of Conduct.

The college will not tolerate any abuse of ICT systems or associated technologies. Whether offline or online, communications by students should be always courteous and respectful. Any

reported incident or bullying, harassment or other unacceptable behaviour will be treated seriously as set out in the Student Positive Behaviour Policy and procedures and the Student Code of Conduct. Where conduct is found to be unacceptable, the college will deal with this internally. Where conduct is considered illegal, the matter will be referred to the Police. Additionally, the college may seek to involve other agencies where conduct is believed to be unacceptable or illegal.

### **1.3 Promoting appropriate student dress code**

At college we don't have a formal dress code/uniform, but we do ask all students to be mindful that the college is a professional environment. Therefore, we ask you not to wear:

- Clothes that cause offence to others
- Items that expose significant amounts of flesh such as singlets, crop tops, transparent clothing and exceptionally short skirts or shorts
- Clothing with discriminatory, explicit, or sexual slogans or images
- Hoods, helmets, or hats whilst inside
- Excessively high heels

We also follow an industry standard dress code which you must abide by for health and safety, and personal protection reasons. These specific dress codes are for those studying courses such as aviation, construction, catering, equine and mechanics, and will be shared with you during enrolment.

### **1.4 Before the Student Disciplinary Procedure is invoked**

#### **Positive Behaviour in Action:**

Interventions should be recorded on ProMonitor.

A comment on ProMonitor should also be added to ensure all staff are aware of strategies to support and the students' agreed actions. Please add relevant Student Support staff to any comments.

Wherever possible, restorative interventions such as the Coaching Cautions (p10) should take place prior to informal and formal disciplinary. Where appropriate, formal disciplinary processes can be used in conjunction with Restorative Practice.

#### **Reasons for disciplinary may include, but are not limited to the following.**

- Consistent and repeated disruption of the learning of others
- Consistent and repeated disrespectful behaviour to other learners, staff or visitors
- Misuse / illegal use of the internet / IT equipment on and off site
- Consistent and repeated improper use of mobile phones and / or audio devices when in classrooms (physical and online) or on College premises
- Demonstration of aggressive behaviour / discrimination / sexual harassment / bullying, including online behaviour
- Allowing other learners or non-students to gain access to the premises using their own ID Card
- Allowing non-students to gain access to college online activities and forums
- Breaching Health & Safety policies; for example, using unsafe practices in practical workshops or refusal to follow social distancing instructions
- Being under the influence of alcohol or illegal drugs on College premises or whilst engaged in any College related activities, including online
- Any criminal offence including:

- Endangering or causing injury to others
- Possession of an offensive weapon

Theft or wilful damage to College property, equipment, accommodation and Hate Crimes

**Please note that it is a college expectation that individual tutors, should deal with incidents of low-stage disruption in classrooms using coaching techniques.**

### Stages of Disciplinary

There are four disciplinary stages and the alleged seriousness of the misconduct will dictate which stage is initially invoked. Where investigations show that a lesser stage is more appropriate, then that stage will be invoked.

Disciplinary Stage	Action	Action by	Appeal to
<b>Stage one</b>	Formal Verbal Warning	Study Programme Tutor or Course Tutor or Apprenticeship Advisor or Programme leader	Head of Department or other appropriate Departmental Manager
<b>Stage Two</b>	Formal Written Warning	Head of Department or other appropriate Departmental Manager	SLT
<b>Stage Three</b>	Formal Hearing (Inclusion panel)	Inclusion Panel, chaired by Principal or SLT, Head of department, one of the student services managers who may decide to issue a: Formal Written Warning (Conditional Return) or Expulsion	Principal or SLT
<b>Stage Four</b>	Automatic Expulsion	Vice Principal Curriculum & Quality	Principal

### 1.5 Student Disciplinary Procedures – general information

Where a student is under 18 or 18 and has signed consent to allow contact, then the student's parent/carer should be kept informed of all stages of formal disciplinary. The College will remain mindful when dealing with the matter of its obligations under the General Data Protection Act 2018. Where a student is in receipt of an Education Health and Care plan (EHCP) due regard will be given to the student's competency in terms of understanding (as referenced within the EHCP), up to the age of 25.

### 1.6 Appeals

Students may appeal against decisions and sanctions imposed upon them at each of the disciplinary stages on one or both of two grounds - that the judgement is unfair and/or that

the procedure was not followed correctly. (is anything given to the student so they know the procedure) The above table outlines who would hear any appeal.

### **1.7 Investigations**

Prior to a Stage 2 meeting or a Stage 3 hearing the College will normally carry out a prompt and proportionate investigation into the alleged misconduct. The student against whom the allegation(s) of misconduct has been made will normally be invited to give their version of events as part of the investigation.

The investigation will be carried out by an impartial member of College staff (the Investigating Officer) which will normally be the relevant Head of Department.

If the above are unavailable an alternative Investigating Officer will be appointed by the Vice Principal, Curriculum and Quality.

For Stage 3, the Investigating Officer will produce a report following the conclusion of their investigation and will normally present the case against the student at the hearing on behalf of the College.

All witness accounts of events relating to the incident(s) to be dealt with at the meeting/hearing should be dated and signed by the person providing the account using the Written Statement Form who will be made aware prior to giving their account that the information will be verbally shared with the student against whom the misconduct allegation(s) has been made and will be used in connection with dealing with the matter in accordance with the Disciplinary Procedure.

The student should have the opportunity to contact a relative or friend to inform them of the situation. The interview may be delayed if the student requests that the relative or friend be present when they are interviewed. Students may be accompanied by a family member/friend or member of student support team.

### **1.8. Variations and Amendments to these Procedures**

In certain cases, it may be necessary that variations be made to these procedures to allow the disciplinary interviews to be conducted by different persons if the person who would otherwise be conducting the interview had previously had close personal involvement in the matter to be considered. The College will inform the student concerned, and this will be subject always to considerations of fairness.

### **1.9. Support for Students**

The student may be supported by a relative or friend during the disciplinary process and/or may be supported by a member of the Student Services team.

## 2 PROCEDURES

### Stage 0 Stage –Coaching Cautions - The Informal Stage: Restorative conversations Stage 0 –

#### Coaching Cautions

##### Aim:

Coaching Cautions should be student led with opportunities for reflection. Coaching provides an opportunity for the student to consider the impact on themselves, their learning, and the wider impact on others.

The desired outcome is that the behaviour will not be repeated because the student has understood the consequences without punitive measures. Agreed actions should be recorded to support the student.

##### Who should be present:

- The Student
- Staff issuing Coaching Caution
- Student advocate, if requested (always offered)
  - If a student has SEND needs then a member of the SEND team **MUST** be present to represent them

##### Who can issue them?

Coaching Cautions can be issued by Progress Coaches, Curriculum Tutors, HOD's and Student Support Service Managers and should be recorded on ProMonitor.

##### What needs to happen:

- Students **MUST** be present when they are issued with any sanction, and they must be aware of the appeals process.
- Students are given the opportunity to reflect upon their undesirable behaviours, encourage to write letter or apologies to the student they have upset with the member of staff present.
- Students are supported to agree specific actions, which are reviewed on a given date Staff record on ProMonitor in the meetings section and add a comment to alert relevant staff.
- Student sent a letter detailing stage of disciplinary, appeals process and information on how to get support.
- Parents/carers/guardians and/or external agencies are informed by letter.
- Once 3 coaching cautions have been issued any following misdemeanor will be dealt with at Formal Warning stage.
- If required referrals should be made for further support to;
  - o Student Engagement Mentors for issues such as anger management, personal issues affecting behaviour, anxiety, self-esteem, and confidence. This support can be accessed in person, over the phone or online.
  - o Appropriate external agencies for specialist support.

**This is the responsibility of all staff.**

#### 2.1 Stage 1: Formal Verbal Warning/s

**Responsibility: Programme or Course Leader, Progress Coach, or Apprenticeship Co-ordinator**

- Allegations of misconduct covered by Stage 1 will normally be dealt with by the Study Programme or Course Tutor or Progress Coach or Apprenticeship Co-ordinator (as appropriate).
- The student will be informed of the allegations of misconduct made against them and given an opportunity to respond.
- When the member of staff dealing with the misconduct determines that the student has committed the alleged misconduct a verbal warning shall be given to the student.
- Verbal warnings are official, and a record will be kept on the student's file for the duration of the programme or course
- The student will receive written confirmation using the Verbal Warning template of the outcome with reasons within 3 working days.
- An action plan will be put in place for the student, which may include apology, being 'on report', making good any damage caused, etc.
- The student will be informed that any repeat or further minor misconduct or failure to comply with the action plan imposed may result in actions being taken under stage 2 and/or 3 of this procedure.
- The Study Programme or Course Leader, Progress Coach or Apprenticeship Co-ordinator as appropriate will make a record of the incident and the action to be taken, and this will be placed in the student's file.

## 2.2 Stage 2: Formal Written Warning

**Responsibility: Head of Departmental**

- Allegations of misconduct covered by stage 2 (including misconduct covered by stage 1 being repeated) will normally be dealt with by the relevant Head of Department or the appropriate Departmental Manager, as appropriate. Any breach of Health and Safety procedures, protocols or instructions that place students, staff, self or visitors at risk or disadvantage will be dealt with at the minimum stage of stage 2.
- The relevant Head of Department or the appropriate Departmental Manager, will invite the student or apprentice to a Stage 2 meeting, to be held as soon as is practicable at which the allegations will be considered.
- The student or apprentice will be given a full opportunity to respond to the allegations at the meeting.
- The process to be followed at the Stage 2 meeting will be at the discretion of the Head of Department or appropriate Departmental Manager who may allow witnesses to attend and written evidence to be produced.
- Following consideration of the allegation at the Stage 2 meeting, the Head of Department or appropriate Departmental Manager will determine whether or not the student or apprentice has committed the alleged misconduct.
- Where a student or apprentice has been found to have committed the alleged misconduct, the Head of Department or appropriate Departmental Manager may issue a Formal Written Warning which may include conditions on future conduct and/or an action plan.
- The student will be informed in writing of the outcome (with reason) of the Stage 2 process within 3 working days of the Stage 2 meeting.
- The student will be informed that any repeat or further misconduct or failure to comply with the action plan imposed may result in actions being taken under stage 3 of this procedure.
- A record will be placed on the student's file, kept until to the end of the course unless there is a successful appeal.

## 2.3 Stage 3:

## Inclusion Panel Hearings

### Aim:

The disciplinary process is an opportunity to engage the learner and reinforce the positive - even at stage 4. It is important to give the student a chance to reflect on how they can improve and have their voice heard. The Student Experience team will work collaboratively with HODs as part of the decision-making process on whether exclusion is final decision.

### Who should be present:

- The student
- Student advocate, if requested (always offered)
- Parents/carers/guardians (always invited)
- Support agencies, where appropriate (always invited)
- HOD to present evidence
- SEND and member of the safeguarding team
- SLT or Principal to chair the Inclusion Panel.

### What needs to happen:

- Students will receive at least 3 days' notice of the hearing.
- A hearing should take place within 10 College days from the point of request.
- The evidence for exclusion should be presented by the curriculum HOD and designated investigating officer to panel members no later than 3 workings days of the Inclusion Panel date.
- The chair makes the final decision about if there is enough evidence or not for the student case to be heard. The chair can defer the student's case to the next panel but no further.
- The panel will have the opportunity to ask questions of staff and student.
- The student, with agreed assistance from their advocate(s), will have the opportunity to present their case against exclusion, including any mitigating circumstances.
- The panel will then withdraw to make its decision. It can recall either side to seek any points of clarification. The panel may choose to discuss resolution directly with the student.
- 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).

### Possible outcomes may be:

- Student can remain in college.
- Panel to give verbal or formal warning
- Options include remaining on current programme, request to transfer to alternative programme or complete remainder of course via remote learning, where this is possible.
- Exclusion for remainder of academic year
- Exclusion for remainder of academic year and following academic year.
- Permanent exclusion

### What will happen next:

- The student will be notified of the final decision in person at the hearing where possible or by phone call after the hearing. In any case a letter detailing the decision will be sent to the student and parent/carer and any external organizations where appropriate.

- Written confirmation of the outcome will include information on how to appeal.
- The Chair will ensure that there is a record on ProMonitor in the meetings section and a comment to alert relevant staff. This evidence will be kept in the event of an appeal.
- Appeals will be heard by the Principal.
- All Inclusion Panel hearings will be recorded and minutes will be made available to all attendees on request.

**Points to note:**

- The panel may choose to refer students to appropriate advice and guidance services or access additional positive intervention services and / or issue a behavioural contract.
- Where a request for withdrawal is declined the Restorative Process should be offered along with the agreed sanction.

**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 an exclusion is still assessed as appropriate, then

An emergency EHCP review must be called **PRIOR TO THE STUDENT BEING 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

**Suspending a Student**

Cooling off periods can be allowed after one-off incidents which do not pose an ongoing risk. Cooling off periods should last for 24 hours maximum **UNLESS** there is a risk of harm to student or others. This should be logged in student comments on ProMonitor.

Student suspensions can be agreed at Head of Department stage for a maximum of 48 hours **UNLESS** there is a risk of harm to student or others and pending investigation outcome. Please note: If suspensions are not correctly reported the student is officially 'missing from education' therefore **ALL** suspensions should be logged on ProMonitor under a suspension meeting and a comment added for the attention of 'support'.

When students return to College or online learning they must meet with their Progress Coach / tutor / student support services / CAM who will discuss the events leading to the cooling off period and agree any appropriate further actions.

The College staff must inform parents / carers of any student under 18 years of age being sent home and help make plans as to how the young person will return home safely.

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 etc the SEND or Safeguarding Team need to be informed and become a part of the support process.

Students who pose a risk to themselves or others may be suspended from College pending further action / formal hearing, with agreement from the DSL, Head of Student Support, Student Service Manager.

During the period of suspension an investigation will be carried out into the alleged offence; the hearing must take place within 10 college days of the suspension / incident.

During the suspension period, the student will:

- Only attend College for a specific meeting arranged by the member of staff in charge of the investigation.
- If necessary, statements can be taken over the phone or received by e mail.
- Tutors need to provide work for the student who can continue to complete and submit work electronically where possible.
- Not seek to contact anyone else involved in the investigation.

All suspensions must be communicated to the student and parents/carers by phone call and must be confirmed in writing within 2 days of the suspension if it is likely to be longer than the 'cooling off period'. All factual information and actions taken relating to the suspension should be recorded on ProMonitor for the attention of all relevant staff.

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 of such high-risk crimes/behaviours would include any safeguarding matters involving abuse or criminal behaviour targeting children or vulnerable adults, sexual assaults and rape and crimes that are relevant to the programme of study (e.g. IT based fraud or misuse by an ICT student), crimes of violence, 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 Senior Leadership Team, DSL, Head of Student Services

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 a case by case basis.

## Expulsion

### A decision to expel a student permanently will only be taken:

- in response to a serious breach or persistent breaches of the College's behaviour policy; and
- where allowing the student to remain in College would seriously harm the education or welfare of the student or others in College.

Following the decision to expel a student, they will be withdrawn from their course, study programme or apprenticeship and an Early Leavers form completed. The Exclusion could include terms that would enable the student to continue their studies from home with support from his/her tutors. This option can only be taken with the full support of the student's area of study.

It is usual to define a time for this expulsion, usually at least one academic year.

Return to College after a period has elapsed from the point of Exclusion and in another academic year may be considered by the Principal.

### 2.6 Automatic Expulsion

There may be exceptional circumstances where the College forms the opinion that a student should be expelled without the student being invited to a formal hearing. The College reserves the right to automatically exclude a student permanently where the severity of the circumstances indicates that to do otherwise presents an unacceptable risk to students, staff and the College community.

The kinds of behaviour that automatic Exclusion from College include but is not an exhaustive list are:

- A serious threat of violence against another student or member of staff or member of public on College premises
- Endangering other students, staff or visitors, including action likely to cause injury or impair health and safety on College premises, for example, acts involving damage to or discharge without just cause of, or other misuse of or interference with College equipment
- Where a student's actions put students, staff or visitors at serious risk or disadvantage.
- Deliberately, or by negligence, causing damage to, or defacement of, any College buildings, IT systems, equipment, books or furnishings or any property of others.
- Where the effect of a student's conduct and behaviour is deemed to be so serious that it damages the College's reputation
- Where there is considerable cause for concern as a result of the student being under the influence of drugs or alcohol at College or when participating in a College-related activity.
- Actual violence or physical assault
- Supplying illegal drugs to other students
- Sexual assault

To form the opinion that automatic Exclusion from College, mitigating circumstances will be considered together with the incident investigation evidence:

- The student's age
- The student's history, (for example, disciplinary history; whether progressive discipline has already been tried; or personal history such as a recent trauma in the student's life) Whether the student can control his/her behaviour
- Whether the student has capacity understand the possible consequences of his/her behaviour
- Whether the student's presence in the College creates an unacceptable risk to anyone else
- Whether the behaviour is related to harassment because of the student's race, ethnic origin, religion, disability, gender, sexual orientation or any other type of harassment.

The first 41 days (6 weeks) of a student's programme is a trial period for both College and Student. The College reserves the right to automatically exclude a student within the first 41 days. This only takes place in exceptional circumstances and post an investigation. These are circumstances where a student's behaviour is considered to be at great variance with the beliefs and values of the College and places staff, students or visitors at risk of the consequences of the student's behaviours.

## **2.7 Appeals Procedure**

### **2.7.1 Grounds for Appeal**

- Students have the right to appeal against any sanctions imposed upon them at stages 1, 2,3 and 4 of the Disciplinary Procedure on one or both of two grounds:
  - That the judgement is unfair
  - That the procedure was not followed correctly
- Appeals against Formal Verbal Warnings must be made to the Head of Department
- Appeals against Formal Written Warnings must be made to the Senior Leadership Team
- Appeals against Formal Written Warning (Conditional Return) or Exclusion must be made to the Principal
- All appeals must be made within 5 working days of the inclusion panel.
- Appeals must be in writing and must state the reason/s for the appeal.
- The appeal interview must be arranged to take place within 15 working days of the receipt of the notice of appeal.
- The student will be given at least 5 working days' notice of the time and place of the appeal interview, and can be accompanied by a relative/friend. Any student under 18 without relative/friend support will be accompanied by a member of staff from Student Support Services, which may be in addition to the relative/friend.
- Names of such people accompanying the student must be provided to the College 24 hours before the appeal hearing.
- The person conducting the appeal hearing may call for documents, witnesses or other preliminary enquiries.

### **2.7.2 Appeal Hearing**

- Written statements can be prepared by the Programme Tutor/Course Tutor/Programme Leader/Head of Department/ Director of Curriculum, Principal, Curriculum and Quality or other staff as appropriate and the student concerned.
- At the Appeal Hearing the student will be invited to explain the reasons for the appeal, and give their case.
- The person who made the decision or recommendation will be invited to respond to the appeal and give reasons for the decision or recommendation.
- The person conducting the appeal may ask questions of both parties, and then consider whether to dismiss or grant the appeal. Witnesses would not normally be asked to attend.

- The decision may be to:
  - dismiss the appeal and uphold the original penalty
  - dismiss the appeal but impose a different penalty
  - allow the appeal and impose a lesser sanction
  - allow the appeal and take no further disciplinary action
- Formal notification of the outcome of the appeal will be sent in writing normally within 5 working days of the hearing.
- In the case of an appeal to the Principal about Expulsion, the decision of the Principal is final and the student and the Principal, Curriculum and Quality shall be notified of the decision in writing within 5 working days of the close of the hearing.

## 2.8 USE OF REASONABLE FORCE

Departmental guidance states that all members of school or College staff have a legal power to use reasonable force (Section 93, Education and Inspections Act 2006). This power applies to any member of staff at the College. It can also apply to people whom the Principal has temporarily put in charge of students such as unpaid volunteers.

In a College, force is used for two main purposes, to control students or to restrain them. Force will never be used as a punishment. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.

The use of force is reasonable if it is proportionate to the consequences it is intended to prevent. This means the degree of force used should be no more than is needed to achieve the desired result.

Circumstances in which force might be appropriate include but are not limited to:

- removing disruptive students from the classroom where they have refused to follow an instruction to do so
- preventing a student behaving in a way that disrupts a College event or a College trip or visit
- preventing a student leaving the classroom where, allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- preventing a student from attacking a member of staff or another student, or to stop a fight in College
- restraining a student at risk of harming themselves through physical outbursts.

Reasonable adjustments will be made for students with special educational needs (SEN).

### 3.0 Staff Responsibilities: Applies to all College staff

- Be responsible for ensuring that the Student Positive Behaviour Policy and College expectations are conveyed and fully explained to students.
- Always promote positive behaviours by regularly engaging in conversations with students to help minimise likelihood of confrontation when poor behaviour is challenged.
- Be familiar with and understand the policy and apply accordingly.
- Take responsibility for managing low stage disruption and maintaining good discipline, not only in the classroom, but in all College areas, related activities on/off site and online.
- Apply basic ground rules in the classroom consistently and create a climate in which rules are clear, fair and able to engage students by applying a positive approach.
- Take responsibility for promoting respectful behaviour within the student population and correcting behaviour where appropriate. Lead by example by being respectful, considerate and polite.
- Support, praise and where appropriate, reward good/ excellent behaviour.
- Be vigilant and aware of child-on-child abuse and aspects of sexual harassment and understand what actions they must take in line with the Safeguarding Policy and Procedure.
- Promote positive relationships between students, that demonstrate mutual respect, trust, honesty and equality and promote understanding of how an unhealthy relationship looks and feels and how to seek help and support.
- In line with legislation, including “Keeping Children Safe in Education, 2023”, Staff will maintain contact with parents/ carers of students up to the 31<sup>st</sup> August following their 18<sup>th</sup> Birthday (or EHCP up to the age of 25) as well as employers of apprentices, of informal behaviour management and formal disciplinary procedures and encourage involvement, including attending meetings and promoting positive student behaviour supporting successful outcomes and career progression.

### 4.0 Objectives

This policy seeks to ensure that as a college we:

- Promote a culture of mutual respect, tolerance, democracy, individual liberty and shared expectations, consistent with British values.
- Provide a safe learning environment for all members of the College community free from physical risks, bullying or harassment including child on child abuse and sexual harassment.
- Shape an environment that is welcoming, friendly and supportive that promotes good attendance, punctuality and student progress.
- Communicate and demonstrate expectations around positive behaviour, good conduct and associated responsibilities to all members of the college community.
- Manage low stage disruption well, without disadvantaging student outcomes.
- Ensure student behaviour processes are managed effectively to promote fair and equitable treatment of all students whilst providing support to staff.

## 5.0 Communication

The following principles are fundamental to the communication of the Student Positive Behaviour Policy

1. The Student Positive Behaviour Policy will be published on a standardised template.
2. The policy will be reviewed annually by the Student Services Manager before being escalated to the SLT for approval.
3. The intended audiences of the Student Positive Behaviour Policy are:
  - Students
  - Parents
  - Employers
  - Staff
  - Governors
4. The Policy and Procedure will be published on the College's website; on the students Moodle; in the Parent Guide and on the Staff Intranet.

## 6.0 Responsibility for Implementation of the Policy

- ▢ The Vice Principal, Curriculum and Quality has overall responsibility for the implementation of the policy
  - ▢ The Head of Department is responsible for overseeing operation of the policy in each curriculum area
- All staff are responsible for the operation of this policy and local procedural arrangements.

## Appendix 1A – Student Code of Conduct

### Student Agreement and Code of Conduct



At Craven College we pride ourselves on the ethos and culture of the College. Staff and students share responsibility for creating this positive learning environment. As members of the College community we require all students to abide by the following Code of Conduct

#### To show respect for others and the College environment

Please tick each statement to show you have understood each part of the Code of Conduct.

✓  
Tick

- ❖ Speak to **all** members of the College community and visitors to the College with respect and behave in an appropriate and courteous manner.
- ❖ Treat the College premises with respect and use College resources sensibly.
- ❖ Keep the College tidy and put litter in bins provided.
- ❖ Respect the rules governing the use of the LRC/ Study Support in College acknowledging that these are private study spaces for students not in lessons.
- ❖ Respect the rule that smoking /vaping) is not permitted anywhere on the College site, except the designated smoking shelters.
- ❖ When using social media behave in a courteous manner, always respecting the privacy and feelings of others, and **do not make or share** messages or images which may cause distress.
- ❖ Celebrate and recognise the diversity of our community by treating everyone with respect, and not discriminating against anyone who is different from you.
- ❖ Behave in a way that always demonstrates our values, and do not do anything that could bring the College into disrepute (either in College or outside of College).
- ❖ Follow the College Student Dress Code.

#### To help ensure a safe and secure learning environment

- ❖ Wear your College lanyard with ID card at all times.
- ❖ Do not invite non students onto the College premises. If you are bringing visitors in for a legitimate purpose, ensure they are signed in at reception and wear a visitor's badge for the duration of their visit.
- ❖ Act in accordance with the College's policies and expectations, including Health and Safety Policy, Acceptable use of IT, Anti-bullying, Equality and Diversity, Prevent, coursework and plagiarism.
- ❖ Actively discourage bullying and harassment and report any discriminatory incidents that you witness. Speak out against racism, sexism, homophobia and other prejudice.
- ❖ Do not have in your possession: - weapons or anything that can be used as an offensive weapon; alcohol or controlled substances.
- ❖ Do not enter the college site or participate in College activities under the influence of alcohol or drugs.

#### To accept responsibility for your own learning

- ❖ Attend **all** timetabled lessons and tutorials including English and Maths (if applicable).
- ❖ Attend all subject support and tutorials room sessions as directed to achieve a minimum of **92% attendance**.
- ❖ Arrive on time at the start of all classes and engage fully in lessons, actively participating in all tasks set.
- ❖ Be considerate regarding noise by turning mobiles to silent in lessons, tutorials and in the LRC and ensure that **phones are kept in your bag or left on tutors desk for safekeeping**.
- ❖ Proactively seek out support to develop the study skills that you need to succeed.
- ❖ Organise your time effectively and complete all work to the best of your ability and by set deadlines.
- ❖ Emails and Teams messages are an important part of College communication and we expect you to check your emails daily.
- ❖ Ensure that College activities take priority during the College day and any part-time work you undertake does not clash with College commitments.
- ❖ Don't take holidays in term time and avoid making personal appointments
- ❖ If you are too ill to attend College you inform your tutors and Progress Coaches of your absence by **8.30 on each morning of absence**.

#### Student Declaration

I the undersigned agree to abide by the Craven College Student Code of Conduct

Name

Student Number

Signature

APPENDIX 1b: Our Behaviours



Our Behaviours	Expected Standards of Behaviour	Behaviour not meeting Expected Standards may include
 <p><b>Aspirational</b></p>	<p>Being dedicated and striving for excellence shown in great attitude to learning</p> <p>Having ambition to succeed and being a role model for others</p> <p>Working hard to achieve / exceed agreed targets and goals</p> <p>Taking responsibility for career pathways and developing personal</p> <p>Taking pride in work</p> <p>Trying new ideas, events and activities</p> <p>Enjoying and achieving new learning challenges</p> <p>Being prepared to learn and taking an active part in lessons and enrichment activities</p>	<p>Not following College policy and procedure</p> <p>Not engaging in learning opportunities</p> <p>Unexplained poor attendance or punctuality</p> <p>Behaving inappropriately at a college event or activity organised internally or externally</p>
 <p><b>Resilient</b></p>	<p>Being punctual and participating positively</p>	<p>Not attending arranged meetings or support sessions</p>

	<p>Setting and achieving appropriate targets</p> <p>Taking responsibility for own progress, particularly outside class time</p> <p>Completing course work assignments and meeting deadlines</p> <p>Providing and responding to constructive feedback</p> <p>Taking responsibility for own behaviours</p> <p>Asking for help and helping others when needed</p>	<p>Not meeting course deadlines without explanation or agreement</p> <p>Arranging part-time work, holidays or appointments during College time</p> <p>Not making prompt payments of fees</p>
 <p><b>Collaborative</b></p>	<p>Wearing ID badges and lanyards</p> <p>Being flexible and working collaboratively with others</p> <p>Sharing ideas and providing support</p> <p>Looking at opportunities to help others</p> <p>Demonstrating fairness</p> <p>Respecting positive relationships and being mindful of behaviour and conduct</p> <p>Positively contributing to an environment free from bullying and harassment</p> <p>Following any reasonable instruction from any member of College staff</p> <p>Always acting within the rule of law</p> <p>Valuing and respecting the college environment and</p>	<p>Persistently disrupting the learning of other students</p> <p>Plagiarism or cheating</p> <p>Not cooperating with arrangements put in place to support positive behaviour</p> <p>Not wearing specified protective clothing and/ or uniform</p> <p>Not following safety instructions</p> <p>Leaving teaching or non-teaching space untidy, not using recycling bins</p> <p>Misuse or mistreatment of college property, digital technology and equipment</p>

	<p>resources, which are there for all students and staff.</p> <p>Only use mobile phones in sessions for the purpose of learning and when directed by staff</p>	
 <p><b>Authentic</b></p>	<p><b>Valuing ourselves and others</b></p> <p><b>Being honest</b></p> <p><b>Recognising and respecting individual differences</b></p> <p><b>Demonstrating mutual respect and tolerance of different faiths and beliefs in behaviour and language including awareness of the impact of negativity on other people</b></p> <p><b>Celebrating the successes of others</b></p> <p><b>Showing commitment to equality and diversity in College</b></p> <p><b>Keeping communication positive and restorative, being kind to others</b></p>	<p><b>Not listening to the views of others in class session</b></p> <p><b>Behaving inappropriately towards others</b></p>

### Additional information about Equality, Diversity and Inclusion

It is against the law to discriminate against someone because of:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

These are called protected characteristics and Equality Act 2010 makes these types of discrimination (including name calling or abusive language) unlawful.

## **APPENDIX 2: Examples of Non-compliance**

### **Stage 1**

Examples include but are not limited to:

- Swearing, taunting of any kind including name calling on the basis of gender, race, disability or sexual orientation
- Inappropriate use of mobile phone or other social device during scheduled classtime
- Loud and boisterous behaviour, including blocking corridors, stairs and entrances.
- Spitting, dropping litter in classrooms, corridors or College grounds (NB dropping litter in the street is an offence which can be prosecuted)
- Minor academic misconduct
- Smoking on College premises except in the designated area/s
- Failure to comply with any reasonable request or instruction given by a member of staff.
- Failure to attend classes without reasonable explanation and apology to the tutor.
- Late arrival at class without reasonable explanation and apology to the tutor
- Failure to complete work set, without reasonable explanation and apology to the tutor
- Any behaviour that disrupts the teaching or learning activity
- Non-compliance with any College regulations

### **Stage 2**

Examples include but are not limited to:

- More serious stages of all Stage 1, for example repeated poor behaviour and/or refusal to comply with staff requests or instructions.
- Less serious stages of all Stage 3, for example where the investigation reveals mitigating factors.
- All instances of bullying are at least Stage 2
- All instances of aggression are at least Stage 2
- All instances of driving in the College Car Park without due care and attention of pedestrians
- Moderate academic misconduct

### **Stage 3 – Serious Misconduct**

Examples include but are not limited to:

- Any one of these acts of misconduct committed once may result in expulsion. Examples include but are not limited to:
- An act of violence against students, staff and/or visitors to the College
- Threatening behaviour towards student/s, staff and/or visitors to the College
- Harassment, bullying or intimidation, including unwanted sexual advances, of or to students, staff, or visitors to the College, or other College stakeholders.
- Publication or distribution of any insulting or libelous allegations towards other students, members of staff or College including social networking sites.
- Taking or using images of student/s, staff, or visitors to the College, or other College stakeholders without their agreement, including images for coursework and on any published on a social networking site
- Publication or distribution of obscene material or material which incites racial problems.
- Misuse of the College facilities such as Internet or email for the obtaining or distribution of obscene material
- Serious academic misconduct such as plagiarism (copying or cheating)
- Theft of College property, or property of students, staff, or visitors to the College
- Damage to College property, including acts of vandalism, writing on walls, damage to property of students, staff or visitors to the College.
- Possession or supply of illegal substances
- Possession or supply of offensive weapons, such as knives
- Attendance at College whilst unfit through drink or prohibited drugs
- Non-compliance with the College's zero tolerance to drugs and alcohol

### Appendix 3 - Guidance notes for Staff

Note these are examples and not a comprehensive list. Note: This policy is not a substitute for safeguarding – all safeguarding concerns should follow the usual process specified within the Safeguarding Policy.

<p>Alcohol and Drugs</p>	<p>It is prohibited to bring alcohol, drugs, illegal substances or substances which may be misused, onto College premises. Any items should be confiscated and disposed of taking advice from the safeguarding team/police officers where appropriate. Students should not be under the influence of drugs or alcohol whilst in college. In all cases, College Estates team (where available) and a member of Safeguarding Team should be the first point of contact and notified immediately. Line management should also be informed along with first aid if appropriate. A student suspected to be under the influence of drugs or alcohol may be suspended pending investigation, and parents informed (where the student is under 19 (or age 25 with EHCP). The student will be referred to the Student Services Team who will review the incident and put in place relevant support and improvement actions. Formal Disciplinary Hearing will be instigated. Students suspected to be dealing or supplying drugs (including for no financial benefit) will usually be suspended immediately, pending investigation. The police will be informed.</p>
<p>Bullying and Harassment</p>	<p>Bullying and harassment is a form of emotional abuse and staff must be aware that both the victim(s) and the perpetrator(s) may need specific support. For example, whilst it is natural to focus/arrange personalised support for the victim, the bully (perpetrator) may themselves be a victim of abuse, and their behaviour may be therefore a symptom of such abuse. The College takes bullying and harassment seriously and has a zero- tolerance policy. This may be due to, but is not limited to, any protected characteristics, or other factors including poverty, body image, or ability. Bullying can also be online bullying, whether it has taken place inside or outside of college. It includes use of aggressive and derogatory language. Some issues you may come across include</p> <ul style="list-style-type: none"> <li>• Homophobic (abuse due to a person’s sexual orientation or perception of this) and transphobic bullying (abuse of trans identifying people or those questioning their gender).</li> <li>• Gender – bullying because of someone’s gender or sex, or use of misogynistic behaviour or language (including transgender, non-binary, gender fluid or any other gender).</li> <li>• Racism or bullying because of language, cultural or religious differences. • Ability or neurodiversity discrimination.</li> <li>• Harmful sexual behaviour or inappropriate sexual behaviour, including child on child abuse and sexual harassment.</li> </ul> <p>All reports of bullying and harassment should be fully investigated and appropriate action taken. Bullying or harassment of any kind</p> <ul style="list-style-type: none"> <li>• must never be ignored, and the victim must be offered pastoral support. We will use restorative approaches wherever appropriate.</li> </ul>
<p>Damage to property</p>	<p>A student purposefully damaging College property or having disregard to the building, fixtures and fitting will usually be considered as serious misconduct. They may be charged for the cost of any damage they incur.</p>

Fighting threatening behaviour or	Students demonstrating threatening or intimidating behaviour towards students, staff, visitors or members of the public on or off College premises, including on transport to and from the College, will usually be suspended pending an investigation.
Offensive Weapons <a href="#">Student Information Report for external agencies 2024</a>	It is an offence to carry a knife or offensive weapon. Estates and appropriate management should be informed immediately. It is the responsibility of all staff to keep themselves and students safe. If necessary, staff should clear the immediate area. In the case of immediate danger, call 999. Estates where appropriate will inform safeguarding team. The student would usually be suspended pending investigation.
Child on Child Abuse, sexual harassment and online abuse	<p>Staff are required to understand the procedures to minimise the risk of child-on-child abuse and know how to respond to allegations and should refer to the Safeguarding Policy and Procedure for more guidance. All staff are requested to be vigilant around issues associated with sexual violence and sexual harassment. All staff should now assume that sexual harassment and online sexual abuse is happening, whether it is reported or not. Staff are required to be proactive in promoting topics in tutorial and within the wider curriculum and be vigilant in monitoring and responding to any concerns by referring to the College Designated Safeguarding Lead (CDSL). Like all forms of abuse, CDSLs will ensure that appropriate support is available for both the victim, and perpetrator (given the fact the latter may be children/adults at risk, and may themselves require training and support). Appropriate stages of this policy should also be followed.</p> <p>Examples of child-on-child abuse include:</p> <ul style="list-style-type: none"> <li>• Consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth-produced sexual imagery).</li> <li>• Up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.</li> <li>• Initiation/hazing-type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)</li> </ul>
Swearing and Abusive Language	Respectful communications are a key to developing positive relationships. Where staff observe swearing or abusive language in shared spaces, including classrooms, they should appropriately and respectfully challenge, using restorative approaches. If the student responds to the challenge in an aggressive manner, staff should refer to the appropriate stages of this policy.
Unhealthy Relationships	Staff should remain vigilant to students developing unhealthy relationships potentially leading to sexual exploitation or child on child abuse and take appropriate and timely actions to address which may include training and support, reporting to College Safeguarding Lead, or following stages of this policy.

Where student action is considered to be serious misconduct and appropriate action taken; parents are to be informed where the students up to the 31st August following their 18th Birthday (or up to age 25 with an EHCP where appropriate) and employers are to be informed for apprenticeship students. There may be times when it is not appropriate to contact home, some young students live independently or have complex home lives. Some students will

have recorded no home contact on their student record. Any safeguarding concerns should be discussed as appropriately with the designated safeguarding team.

Under Review

## Appendix 4

### Craven College Student Inclusion Letters and Templates

#### Contents

1. Letter: Notice of Suspension
2. Template: Investigation Report
3. Letter: Invitation to Hearing
4. Template: Student Witness Proforma
5. Template: Minutes of Inclusion Hearing
6. Letter: Outcome of Hearing including first or final written warning
7. Letter: Invitation to Appeal Hearing
8. Template: Minutes of Appeal Meeting
9. Letter: Estates request following expulsion

Under Review

**Notice of Suspension**

Insert student name and address and date

Copy of this letter will be given to the employer for apprenticeship students Dear

**Notice of Suspension**

You have been informed by \_\_\_\_\_ of the following allegation: Add detail of allegation.....

In accordance with Craven College Student Positive Behaviour Policy, I am writing to inform you in view of the seriousness of the allegation and without prejudice to the College's investigation of this matter; I am suspending you from the College until the Inclusion Hearing.

You will receive in writing the details of the Inclusion hearing including your right for representation. You may wish to refer to the Student Positive Behaviour Management Policy located on the College Website.

<Delete if not appropriate> We have/ we will notify your parent/carer/employer

The Estates Team have been notified of the suspension and a notification placed on your student record. You should make no attempt at this time to return to college or contact students or members of staff of the College other than your nominated contact who is:

Name..... Tel no ..... Email address  
.....

Suspension is not in itself regarded as a disciplinary sanction. The suspension will be kept under review, and time limits will be set for the review to take place, depending on the circumstances of the suspension.

You will receive work to be completed at home during the suspension period. This will usually be provided by the nominated contact.

Yours sincerely

Add name and job title

- Investigation Report Template

Investigation Manager:	Date:
Student Name:	Student ID:
Programme of Study	
Content – Allegation(s)	
Chronology of Events	
Findings	
Recommendations (As appropriate)	
Appendices (if appropriate, may include witness testimony, screen shots, other evidence)	

- **Invitation to Hearing**

Insert student name and address and date Dear

**INVITATION TO INCLUSION HEARING**

You have been informed by \_\_\_\_\_ of the following allegation:

Add detail of allegation.....

In accordance with the Student Positive Behaviour Policy, I am writing to confirm this allegation and provide you with a summary of the relevant evidence as follows:

List evidence (can also be attached to the letter if appropriate)

In view of this allegation I am inviting you to attend a Inclusion Hearing, which will take place on:

- Day:
- Date:
- Time:
- Location:

You should refer to the Student Positive Behaviour Policy located on the College Website. If you are unable to access a copy please contact \_\_\_\_\_ on telephone number \_\_\_\_\_ or email \_\_\_\_\_.

At the hearing the Manager conducting the interview will decide what course of action the College needs to take to prevent a recurrence of this situation.

You have the right to bring a Student representative, a College friend, or family member to the Inclusion hearing to help you present your case. If you receive support from the College's Student Support services, you may be accompanied by your Support Assistant if you wish and should inform me prior to the meeting. If you are unable to attend this hearing please contact \_\_\_\_\_ on telephone number \_\_\_\_\_ or email \_\_\_\_\_ to arrange an alternative date.

If you fail to attend, the hearing will go ahead in your absence using the evidence available and you will be notified of the decision in writing.

Yours sincerely

Manager Name and Title

- **Student Witness Proforma**

Student/Witness Proforma

Student Name:	
Date of statement:	
Date and time of incident:	
<p>Factual summary of what happened (include names, dates, places):</p> <p style="text-align: center; opacity: 0.3; font-size: 48px; transform: rotate(-30deg);">Under Review</p>	
<p>This is a Truthful record of what took place.</p> <p>Signed:</p>	

- **Minutes of Inclusion Hearing**

Minutes of Hearing

Date of Hearing:  
 Student Name:  
 Student ID:  
 Programme:  
 Curriculum Area:  
 Those present:

Allegation (as written in the Invite letter)
Was the student suspended pending hearing outcome? yes/no
Discussion Notes
<p>If this is not the first disciplinary hearing has a disciplinary sanction been applied previously? Yes / No / NA          Detail of previous hearing outcomes should be listed here</p> <p>Disciplinary Sanction Applied (select one)</p> <ul style="list-style-type: none"> <li>• Referral to Fitness to Study Policy</li> <li>• No case to answer</li> <li>• Final Written Warning (active for a maximum of 12 months) Warning expiry date is _____</li> <li>• Time Limited Exclusion (up to 4 weeks) return to study date is _____</li> <li>• Permanent Exclusion from the College (minimum period of the remainder of the academic year) return to study date is _____</li> </ul> <p>Sanction to be recorded on Promonitor / STAR tracker / MIS student record</p> <p>Comments and actions relating to Hearing Outcome and Sanction Applied</p>

- **Outcome of Hearing including first or final written warning**

Insert student name and address and date Dear

**OUTCOME OF INCLUSION HEARING**

I am writing to confirm the outcome of the Inclusion Hearing that was held on \_\_\_\_\_ as part of the Student Positive Behaviour Policy. The

allegation was that: Copy allegation from original letter

After careful consideration by the panel members the following Disciplinary Sanction will be applied (delete as appropriate)

- The panel concluded that in the balance of evidence available there was no case to answer and no further action will be taken.
- You are being referred to the Fitness to Study panel
- You are being issued with a Final Written Warning which will be held on your record for Insert (max 12) months. This record will be removed on \_\_\_\_\_.
- You are being issued with a Time Limited Exclusion for a period of Insert (max 4) weeks and can return to college on \_\_\_\_\_.
- You have been excluded from the college for the rest of the academic year and are free to return in September 20??
- You have been excluded from the college for a period of (no limit specified, to be pre- agreed with VP Curriculum and Quality) \_ and are free to return to college on \_\_\_\_\_.

This recommendation has been made after careful consideration of the case and bearing in mind the following factors:

Delete examples as appropriate and add additional reasons if required

- The misconduct warrants a first written warning.
- Despite having been given a first written warning/ final written warning, you have committed a further offence.
- The act of misconduct in the view of the College fundamentally undermines the relationship between the student and the College.

Delete if not applicable

You are free to return to College with effect from \_\_\_\_\_. I would be grateful if you could contact \_\_\_\_\_ on tel. no. \_\_\_\_\_ to make the appropriate arrangements.

You have the right to appeal to the decision of the Inclusion Hearing and should do so in writing to Principal:

- Sanctions other than permanent exclusion within 5\* working days of posting this letter.
- Permanent exclusion within 10\* working days of posting this letter.

You must state which of the following grounds the appeal is based on, supplying sufficient detail to sustain the grounds of appeal.:

- Procedural error(s) which has fundamentally undermined the application of the Inclusion Procedure;
- Disciplinary sanction applied is inequitable against similar cases in the organisation;
- New evidence relating to the allegation(s) has come to light, which would fundamentally affect the outcome of the original disciplinary hearing

Delete if not appropriate

I understand that you still have your student identity card which must now be returned to me on receipt of this letter.

Yours sincerely

Managers name and position

Under Review

## Invitation to Appeal Hearing

Insert student name and address and date Dear

### APPEAL AGAINST STUDENT DISCIPLINARY DECISION

We have received your letter dated \_\_\_\_\_ in which you have appealed against the decision of the disciplinary hearing held on \_\_\_\_\_.

You have based the reason for your appeal on the following grounds (delete as appropriate)

- Procedural error(s) which has fundamentally undermined the application of the Student Positive Behaviour Policy;
- That the judgement is unfair

I am writing to confirm that a meeting has now been arranged at which I will hear your appeal.

The meeting will be held on;

- Day:
- Date:
- Time:
- Location:

You have the right to be accompanied by a friend at the college, or a student representative or a relative. If you receive support from the College's Student Support Services, you may be accompanied by your support worker if you wish. If you wish to be accompanied by another professional adviser you must seek the College's permission before the date of your appeal hearing. Any documents previously considered at your disciplinary hearing will be available for the purposes of the appeal.

At the appeal interview, you will be asked to explain the grounds of your appeal and to state your case.

For your reference, the Student Positive Behaviour Policy is available on the College Website. Yours sincerely

Insert Name and Job Role

### Minutes of Appeal Meeting

Minutes of Appeal Meeting Date  
of Hearing:  
Student Name:  
Student ID:  
Programme:  
Curriculum Area:  
Those present:

Disciplinary Sanction Applied (copy from Hearing Minutes)

Reason student has submitted for appeal (select)

- Procedural error(s) which has fundamentally\* undermined the application of the Disciplinary Procedure;
- That the judgement is unfair

Discussion Notes

Outcome of meeting

**Estates request following expulsion**

NOTIFICATION of Time Limiting or Permanent Exclusion

To be forwarded to Estates Manager attached to student MI record. For apprenticeship students copy sent to employer.

For students with EHCP/LAC or if the student is 18 or under (up to 31st August following their 18th Birthday) local authority should be notified for permanent exclusion.

Student Name \_\_\_\_\_

Student ID No. \_\_\_\_\_

Programme \_\_\_\_\_

Date Exclusion commenced \_\_\_\_\_

Date Exclusion no longer applies \_\_\_\_\_

Brief details of reasons for exclusion

Name \_\_\_\_\_ Signed \_\_\_\_\_

Date \_\_\_\_\_

Under Review