

Student Positive Behaviour Policy

Title:	Student Positive Behaviour Policy	
Document owner:	Head of Student Experience & Disciplinary	
Reviewed/updated by:	Assistant Principal	
Version:	7	
Review cycle:	Annual	
Date of update:	April 2026	
Next due:	July 2027	
Approval Level:	SLT	Y
	Governors	N
Date Approved:		
Publication:	Intranet	Y
	Website	Y
	Students	Y

Version	Author	Date	Section	Changes summary
	Assistant Principals	April 2027	All	Re-write

Student Positive Behaviour Policy

1. Introduction / purpose of policy

This policy outlines the college ethos and expectations in relation to the behaviour of all students who are undertaking a programme of study with the college. It also outlines the college's approach to appropriate interventions and how we record and store related records.

2. Scope

This policy applies to all students and apprentices whilst on college premises, on industry placements, and in any other situation in which they are representing the college or engaged in college activities.

3. Role and Responsibilities

All staff have the following roles and responsibilities when managing positive behaviour of all students:

- Actively promoting high expectations of student behaviour and model the behaviour they would expect to see in their students
- Actively promoting the college values
- Challenging students for general misconduct around the college premises and outside of classrooms
- To assist college staff and students and to de-escalate where behaviours have escalated on college premises
- To be champions and role models of positive behaviours
- To provide an enhanced presence in unstructured / wider learning environments
- To support teaching and support staff, where student behaviour is being challenged
- To provide support to students to build positive relationships that enables them to develop good behaviours and attitudes
- To develop relationships with key curriculum staff to ensure that positive behaviours are developed throughout all college campuses
- To provide positive interactions between students

4. Policy

i) Positive Behaviour

The college nurtures and maintains positive behaviours that support each individual student's achievement, progression and readiness for employment and citizenship. Promoting positive behaviour enables students to make decisions based on clarity of expectation and purpose.

Actions to promote and celebrate positive behaviour include:

- Embedding positive values and behaviour through the curriculum and in the workplace
- Promoting the college values through daily interactions with staff and students.
- Actively promoting Equality, Diversity and Inclusion.
- Everyday interaction and to commend positive behaviour in the classroom, around the college or any environment where the student is learning/training
- Specific recognition of positive behaviour through awards and recognition events
- Whole college promotion of positive behaviour through campaigns, including close working with the Student Executive.

ii) Summary of Expectations

All students are expected to behave in a manner that supports their own and others' learning, achievement and progression. This includes supporting the safe and effective functioning of the college. Examples of positive behaviours include:

- Commitment to their own learning and a positive contribution to learning activities. Allowing other students and contribute without disruption.
- Treating other students, staff and the public with dignity and respect.
- Supporting action to prevent and address discrimination, bullying and harassment. Adhering to learning agreements and student contracts.
- Successful completion of external work placement.
- Observing Health and Safety requirements.
- Excellent attendance and punctuality and active engagement with their learning.
- Not engaging in illegal activity, either at college or offsite.
- The necessary wearing of college ID whilst on college premises or engaged in college activities.

This list is not exhaustive or exclusive.

iii) Promoting Positive Behaviour – A Restorative Approach

The college expects all staff to promote positive behaviour and challenge inappropriate behaviour through creating and maintaining positive relationships, and creating an environment of safety, connection and compassion. Teaching and support staff are expected to monitor individual student behaviour, and to provide initial feedback and guidance as appropriate in a respectful manner. All staff are expected to record any instances of inappropriate behaviour through the ProMonitor system.

The College expects all of our employees to be comfortable and confident in engaging with our diverse learning community. Where individuals do not feel confident with this, support will be offered through training and development.

The aim is to support the student to make sense of their experiences, find ways to manage their emotions, and learn from their past behaviour by understanding the impact of their actions so that they can contribute positively to their own experience and that of others. A restorative approach includes examining the influence and impact on students of factors such as trauma, racism (explicit, implicit, and systematic; and microaggressions) as well as poverty, peer victimisation, community violence, and bullying. However, this approach may sometimes require further formal restorative practice interventions.

iv) Positive Behaviour Interventions

Students should be encouraged and supported to take ownership of, and responsibility for, their behaviour and restorative actions. Where informal interactions do not resolve behavioural issues, the college will apply the student disciplinary policy.

Exclusion or withdrawal from college should only be considered when all other reasonable avenues for behavioural change have been explored without success. Exceptions to this principle may be made in individual cases where the presenting behaviour poses a serious risk to the safety of the individual or others, which cannot otherwise be effectively managed.

In the interests of a consistent and consolidated approach, all behaviour management interventions will be managed by the appropriate curriculum area, initially by the teaching team(s) of the student(s) concerned and ultimately the Head of Department. Student Services will be available to provide support or additional assistance where necessary.

v) Behavioural Contracts

The behaviour management process is based primarily on a dialogue between the student and the appropriate college staff members through which agreement is reached on future behavioural standards.

The purpose of the Behavioural Contract is to clearly define and record the changes in behaviour and restorative actions that have been agreed between the student and the relevant department and logged on ProMonitor. It should also clearly indicate what support the college is offering to the student in making the necessary changes or supportive actions. Behavioural Contracts will be reviewed periodically; the review schedule will be made clear in the document. If a student fails to meet the contract requirements, the issue may be escalated to the next stage of the Student Disciplinary Procedure.

vi) Re-enrolment of Excluded Students

Students who have been excluded in any previous academic year will be asked to undertake a Return to college Interview with the relevant Head of Department as a condition of re-enrolment. Students enrolling with identified behavioural difficulties may be offered an alternative provision programme, and/or be placed on a Behavioural contract at enrolment. The new Behavioural Contract does not escalate any existing level of warning but reinforces the expected behavioural standards.

vii) Parental involvement

The college believes that a partnership approach between students, staff and, where appropriate, parents or carers is key to student success. We value the engagement and support of parents and carers, particularly those of students under 18 years (or under 25 years for students with additional learning needs).

The college may contact parents or carers on matters relating to attendance, behaviour, academic progress or any concerns about the safety and wellbeing of the student; consent will be sought in most situations before such contact is made. However, if there is a risk of harm to the student or to others, a decision may be made to contact parents or carers without consent; this may include situations in which a student may be alleged to be involved in criminal activity. The college will ensure that our processing of personal and sensitive data is compliant with all relevant Data Protection and Freedom of Information legislation.

Our aim is to balance the involvement of parents or carers with an appreciation of the students' right to confidentiality and our encouragement of an adult learning environment. This is particularly relevant where a student lives with and is supported by parents or carers.

Students will be notified of the college's information sharing and parental involvement protocol at their enrolment and/or during the induction process. A student's capacity to give consent will be assessed by relevant staff members in college who are aware of the student's abilities and needs. Parents or Carers will only be contacted in relation to behavioural issues if it is in the student's best interests.

Apprentices' attendance, behaviour and progression will be discussed with employers due to their contract of employment and apprenticeship agreement.

viii) Children in care and care experienced

Due care and attention must be given to identify and address the needs of Care Leavers and Looked after Children. The appropriate Children Services teams and or carers will be informed of, and included in, any interventions with this group relating to behaviour.

ix) Students with Special Educational Needs and/or Disabilities

Where a student has disclosed a disability and or learning difficulty, steps must be taken to identify if the student is registered with the Special Educational Needs and Disabilities (SEND) and Additional Learning Support Team. Any reasonable adjustments that may be required can then be put in place. This will ensure that the nature of the inappropriate behaviour and the procedures are

fully understood and that the student is able to respond to the allegations effectively. This should always include the involvement of any designated internal support staff from Special Educational Needs and Disabilities (SEND) and Additional Learning Support.

x) Police Involvement

Where a criminal act has been, or is alleged to have been, carried out by a student against another student, the victim should be informed of their right to report the incident to the Police if they so wish, and supported in making this decision. In cases where the Police have made an arrest or pressed charges against a student, the college must liaise closely with the Police and make suitable adjustments to internal procedures to avoid prejudicing the case in any way. Such adjustments must be carefully communicated to all relevant parties.

On occasion the Police or Youth Offending Team may issue a Community Resolution Order to a young person and refer the case back to the college to make the appropriate intervention. In such cases it should be made clear to the student that this process is being followed. The Community Resolution Order may form the basis of the Behavioural Contract.

Where incidents involve a criminal action against the college, the college reserves the right to report such cases to the Police. In such cases approval for Police contact should be sought from a member of the Senior Leadership Team.

xi) Recording of Disciplinary Interventions and Data Storage

To increase efficiency and minimise risk of breach of data protection legislation a centralised electronic record on ProMonitor will be held of all interventions which follow the College Student Disciplinary Procedures. Under no circumstances should any secondary records of incidents or interventions be stored locally, either electronically or in a physical format. Data held will be managed in line with college data management procedures. It is the responsibility of all staff to record instances of behaviour that is challenged, including persistent low-level disruption.

5. Legislation and Regulatory Compliance

- GDPR Data Protection Act 2018
- Education Act 2002
- Keeping Children Safe in Education (KCSIE) [Keeping children safe in education - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/626212/Keeping-children-safe-in-education-2019.pdf)

6. Monitoring and Review

- Compliance will be monitored through annual audits, feedback from staff and students, and reported to the Governing Board.
- This policy will be reviewed annually or in response to stakeholder feedback.

7. Related Policies and Documents

- Student Disciplinary Policy
- Student Disciplinary Procedure
- Student Code of Conduct
- Safeguarding Policy