

Student Positive Behaviour Policy

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1. Introduction

- 1.1 Craven College provides a supportive, welcoming environment where students enjoy learning, achieve their full potential and feel safe. We instil a culture of high aspiration in our students and our well-resourced and embedded support systems aim to ensure each student attends, makes excellent progress and achieves a positive destination. These views are promoted by our Senior Management 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.
- 1.2 We aim to foster an environment of mutual respect amongst all students, staff and visitors and expect them to always behave in a in a respectful and considerate manner. This policy lays out our approach to open, honest and cooperative relationships together with de-escalation and mediation in resolving behavioural issues. This approach is student-centred and aims to benefit students by retaining them in learning. It also draws on practice informed by restorative approaches to improve student outcomes through developing mind-set around emotional intelligence and resilience to support emotional and mental health.

2. Key Principles

2.1. 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 peer on peer 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 level 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.

3. Responsibility – Senior Management Team (SMT)

- 3.1. Make clear the responsibility of all staff to implement this policy.
- 3.2. Promote and encourage positive behaviours of staff and students.
- 3.3. Ensure every effort is made to use restorative approaches to support individual students where possible.
- 3.4. Ensure staff are clear about the extent of their disciplinary authority
- 3.5. Ensure that instances of restorative approaches and disciplinary processes are used effectively and robustly recorded and reported
- 3.6. Take all reasonable measures to protect the safety and well-being of staff and students.
- 3.7 Ensure all staff are aware and understand peer on peer 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

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 1).

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 level 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. On occasion, the Fitness to Study Policy may be adopted as an alternative to disciplinary.

1.3. Before the Student Disciplinary Procedure is invoked

A member of staff with concerns about a student's academic progress or conduct must first meet with the student to try to resolve the issues through informal action planning to

engender respect and responsibility, build resilience and recognition. Expectations of student behaviour are set out at appendix 1 of this policy.

1.4. Levels

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

Disciplinary Level	Action	Action by	Appeal to
Level 1	Formal Verbal Warning	Study Programme Tutor or Course Tutor or Apprenticeship Advisor or Programme leader	Head of Department or other appropriate Departmental Manager
Level 2	Formal Written Warning	Head of Department or other appropriate Departmental Manager	Director for Curriculum
Level 3	Formal Hearing	Formal Disciplinary Hearing Panel, chaired by Vice Principal, Curriculum and Quality ¹ who may decide: Formal Written Warning (Conditional Return) or Expulsion	Principal
Level 4	Automatic Expulsion	Vice Principal Curriculum & Quality	Principal

1.5. Student Disciplinary Procedures – general information

Where a student is under 18 or is 18 and has signed consent to allow contact, then the student's parent/carer should be kept informed of all levels 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. Parents/ carers will be kept informed of any disciplinary proceedings if appropriate.

1.6. Appeals

Students may appeal against decisions and sanctions imposed upon them at each of the disciplinary levels on one or both of two grounds - that the judgement is unfair and/or that the procedure was not followed correctly. The above table outlines who would hear any appeal.

1.7. Criminal Offences

Where a member of staff has reason to believe that a student may have committed a criminal offence, the investigation manager will inform the Safeguarding Team and the College may refer the matter to the police. In matters where the police are undertaking

¹ Or as directed by the Principal

enquiries and/or where criminal proceedings are brought, the College may continue to act under the procedure, including suspending a student or may stay any action during or pending the outcome of the police enquiries and/or criminal proceedings. The College reserves the right to recommence action under the procedure at any time in relation to the application of the procedure the College is not bound by the outcome of any criminal proceedings against students.

1.8. Suspension

A student may be suspended with the authority of a member of the Senior Management Team, either in person or delegated to a Head of Department or the appropriate Departmental Manager, pending action under this procedure where in that member of staff's reasonable opinion the student poses a risk of harm to themselves, and/or to others and/or a serious risk of damage to College property, and/or where it is necessary to enable the College to carry a fair and proper investigation. Suspension is a neutral act and is not a finding of guilt on the part of the student.

Such suspension will be confirmed to the student in writing within two days by Head of Department or the appropriate Departmental Manager of the decision to suspend being made. Normally suspension will be for a brief period to investigate the situation and determine whether disciplinary action is appropriate. For longer suspensions, the Vice Principal, Curriculum and Quality will review the suspension at such intervals as are reasonable in the circumstances to determine whether the factors that gave rise have materially changed. If in the Vice Principal's opinion any of those factors have materially changed it will be determined whether suspension should continue.

In the case of a student who is suspended, the student's Head of Department or the appropriate Departmental Manager will consult with relevant staff to identify and organise any relevant work and/or support which may be provided to the student to be undertaken offsite during the period of suspension. Students may be allowed to attend College for specific purposes (e.g. examinations and/or assessments) with prior written consent of the Vice Principal, Curriculum and Quality and subject to any conditions which the College considers appropriate.

Senior Management Team and Estates Management should be notified of the suspension as soon as practicable and a notification placed on the student MIS record.

1.9. Investigations

Prior to a Level 2 meeting or a Level 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 or Appropriate Departmental Manager.

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

For Level 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.

1.10. 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.

1.11. 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 support team.

STAGE 0: CHALLENGE
LOW LEVEL DISRUPTION

INFORMAL CONVERSATION

between staff / student.
Focus discussion on underlying causes.
Promote positive behaviours, agree action plan and monitor progress.

Stage Owner:
Any member of staff.

Recording Method:
Recorded on Promonitor. If staff member has no access, to report to the Curriculum Team.

When does it reach Stage 1/ 2:
Typically after 3 recorded instances, either repeated behaviours or range of different poor behaviours collectively. Recorded as a Cause for Concern in Promonitor.

STAGE 1:
FORMAL VERBAL
WARNING

MEETING WITH STUDENT

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

Stage Owner:
Programme or Course Leader, Progress Coach or Apprenticeship Co-ordinator

Recording Method:
Level 1 Verbal Warning Record on Promonitor . STAR review.

When does it reach Stage 2:
When action plan expectations are not met within allocated time and poor behaviour continues

STAGE 2:
FORMAL WRITTEN
WARNING

MEETING WITH STUDENT/AND PARENTS / EMPLOYERS AS REQUIRED.

Highlight severity of Stage 2 and that next stage is Formal Hearing. Set questions to include:

1. Discuss what has previously happened and why?
2. Who is affected as a result of this behaviour?
3. Are there any support requirements?
4. What will the student do to improve behaviours?
5. Agree actions and record identified actions

Stage Owner:
Head of Department

Recording Method:
Formal Written Warning recorded on Promonitor. STAR Review

When does it reach Stage 3
When action plan expectations are not met within allocated time and poor behaviour continues

STAGE 4: Disciplinary Hearing (Formal)

Following breach of the written warning (stage 3) or for reasons of Serious Misconduct, a Formal Hearing is required. Reference section X for further information,

2 PROCEDURES

2.1 Level 0 – The Informal Stage: Restorative conversations

Responsibility: All staff

Actions taken to address behaviour issues must follow the principle of teaching appropriate behaviour and reactions. Developing an understanding of the consequences of actions and skills and resilience means students are more likely to respond differently in future. Resolving issues through informal and restorative means, and identifying support that may be necessary, should be the priority. Always consider context when interpreting behaviour.

Key premises of a relationship-led approach to behaviour

- **Behaviour is a form of communication** of an emotional need (whether conscious or unconscious) to be viewed in the context of relationships rather than an internal problem
- **A non-judgemental, curious and empathetic approach** means that we can focus on the feelings and emotions that might drive behaviour, rather than the behaviour itself. This doesn't mean condoning negative behaviours, or having no consequences, but helping young people to learn to positively channel their emotions.
- **Put relationships first** and create a positive culture of connection, inclusion, respect and value.
- **Maintain clear boundaries and expectations** with structures, routine and consistency to create a climate of safety and care.
- **Not all behaviours are a "choice"** a positive choice is made in a calm or thoughtful frame of mind. Poor choices really mean inappropriate behaviour, usually as a result of emotional dysregulation. Support to self-regulate can help people behave in more socially acceptable ways.
- **Parental involvement can support young people** as can links to wider communities, including mentoring support.

The Study Programme Tutor meets with student to discuss and agree an Action Plan. The Concern and Action Plan is logged in the student's Individual Learning Plan (ILP) by the Progress Coach. The student is given the opportunity to make reparations or engage positively in restorative practices, including mediation.

2.2 Level 1: Formal Verbal Warning/s

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

- Allegations of misconduct covered by Level 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.
- Where 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 level 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.

2.3 Level 2: Formal Written Warning

Responsibility: Head of School or appropriate Departmental Manager

Allegations of misconduct covered by level 2 (including misconduct covered by level 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 level of stage 2.

- The relevant Head of Department or the appropriate Departmental Manager, will invite the student or apprentice to a Level 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 Level 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 Level 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 Level 2 process within 3 working days of the Level 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 level 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

2.4 Level 3: Formal Hearing

Responsibility: Vice Principal, Curriculum and Quality, Chair of the Disciplinary Panel

Allegations of alleged misconduct covered by Level 3, will be dealt with by a Disciplinary Panel at a Level 3 Formal Hearing. If a student was involved in alleged gross misconduct, the student may be suspended for a period of up to 5 working days. On the day of the alleged gross misconduct, the Head of Department will present the information to the Vice Principal Curriculum and Quality. Any suspension under this section 5 is a neutral act and does not imply any finding of guilt on the part of the student and is not a disciplinary sanction. The student will be informed of any decision to suspend under section 5 normally by telephone, in person or by letter on the same day and receive confirmation in writing within 5 working days of the date of the decision. Any serious 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 stage 3.

Serious misconduct examples but are not limited to:

- Violent, indecent, disorderly, threatening, or offensive behaviour or language whilst on College premises or engaged in any College activity.
- Disregarding risk assessments arrangements, PPE requirements, machinery prohibitions in practical areas or other disregard for the health and safety of themselves or others.
- Drunkenness or intoxication, misuse of any drugs or possession of drugs on and around College premises, when representing the College, or on any activity associated with the College.
- Acts of dishonesty, including theft, fraud, deceit, or deception in relation to the College, its staff, its students or its visitors.
- Malpractice
- Deliberately, or by serious negligence, causing damage to, or defacement of, any College buildings, equipment, books or furnishings or any property of others.
- Physical/verbal/online assault or behaviour which constitutes harassment, including peer on peer abuse and sexual harassment, bullying, discrimination, racially or sexually offensive, hate attack or which is offensive to those within the protected characteristics.
- Any possession of offensive weapons.
- Sending or accessing and/or downloading of pornographic/offensive material via the internet.
- Unauthorised interference with software or data belonging to or used by the College.
- Behave in any way which adversely affects the reputation of the College.
- Any criminal activities affecting the College or other students.
- Acts resulting in substantial safeguarding concerns or promoting extremist views.

Following a completion of an investigation as described above, the Vice Principal for Curriculum and Quality will consider the evidence and determine whether a Formal Hearing is appropriate.

The student will be invited to a Formal Hearing at which allegations will be considered.

The Disciplinary Panel will normally consist of:

- Vice Principal, Curriculum and Quality
- Head of Department (not connected with the student);
- Lecturer/Programme Leader (not connected with the student)

No member of the Disciplinary Panel may have had any previous involvement in the disciplinary process relating to the misconduct (including any prior level) except to suspend a student pending the Formal Hearing.

- The student will be informed in advance of the Formal Hearing in writing of the allegations against him/her together with a summary of the evidence in support of those allegations and will be given a full opportunity to respond to them at the Formal Hearing.
- The student will normally² be given a minimum of 3 working days'³ notice of the date, time and place of the Formal Hearing in writing, with details of the nature of the alleged misconduct, and a summary of witness statements and other evidence.

² There may be a variation when incidents occur near half-terms or the end of term

³ Working days referred to in this document are Monday to Friday inclusive, term time

- Reasonable adjustments must be made where students have a special educational need and/or disability and/or learning support need or other similar circumstances. Reference must be made to any EHCP and learning support plans before proceeding with any formal disciplinary processes. If necessary, seek advice from the relevant Student Support team. Examples of reasonable adjustments may include extensions to the initial hearing, stop / start arrangements for the hearing or the presence of additional members of appropriate support staff to enable full understanding of what is happening to them and to formulate a response. A decision may be taken to follow the Fitness to Study Policy where appropriate. Where a student is a Looked After Child or Care Leaver, and has a social worker, they should be informed of any formal disciplinary process and invited to any disciplinary hearing.
- The College will appoint a College Representative, normally the Head of Department or appropriate Manager to present the allegations against the student to the Disciplinary Panel.
- The process to be followed at the Formal Hearing will be at the discretion of the Chair of the Disciplinary Panel.
- The Hearing of the matter may continue in the absence of the student if the student cannot demonstrate reasonable grounds for non-attendance on the day specified for the hearing, or at a postponed hearing. In the absence of the student, an opportunity should be given for the person representing the student to present the student's case.
- The hearing shall be formally recorded by an appropriate person i.e. a member of College Administrative staff.
- No electronic recording devices will be allowed at the hearing unless organised by the College. If this is the case the student may apply in writing within 5 working days of the Formal Hearing to the Chair for a copy of the recording.

2.5 Following the Formal Hearing

The Disciplinary Panel will determine whether or not the student has committed the alleged misconduct.

Where the student is found to have committed the alleged misconduct the Disciplinary Panel may impose one of the following sanctions:

- Formal Written Warning (Conditional Return) – which will include conditions and a behaviour contract and a warning of what action the College may take in the event of a breach by the student.
- Expulsion from the College in which case the student will be withdrawn immediately.

When establishing the facts in relation to an exclusion decision the Formal Hearing Panel lead by the Chair must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Panel should accept that something happened if it is more likely that it happened than that it did not happen.

The Vice Principal, Curriculum and Quality shall, within 5 working days of the Formal Hearing, convey the decision in writing to the student and (in the case of a student under 18 or otherwise dependent) also to his/her parent/guardian.

The written decision to the student must include details of the right to appeal. A record will be placed on the student's file, marked in red on the electronic Individual Learning Plan (Promonitor) and kept until to the end of the course. Students may appeal (see 5.9 Appeals Procedure) if they consider the judgement unfair or that the procedure was not followed

correctly. Students have a time limit of 10 working days of the date of the decision letter to inform the Principal that they wish to appeal.

2.6 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 expulsion 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 expulsion and in another academic year may be considered by the Principal.

2.7 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 expulsion 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 expulsion 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 can 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.

2.8 Appeals Procedure

2.8.1 Grounds for Appeal

- 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:
 - i. That the judgement is unfair
 - ii. 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 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 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.

2.8.2 Appeal Hearing

- Written statements can be prepared by the Programme Tutor/Course Tutor/Programme Leader/Head of Department/ Director of Curriculum, Vice 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 his/her 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 Vice Principal, Curriculum and Quality shall be notified of the decision in writing within 5 working days of the close of the hearing.

2.9 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:

1. 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 so as 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 level 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 peer on peer 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 student peers 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, 2022", Staff will maintain contact with parents/ carers of students up to the 31st August following their 18th 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

3.7. 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 peer on peer 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 level 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 SMT 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.

7.0 Monitoring

The Student Positive Behaviour policy and procedures are audited and reviewed through a range of activities, including:

- STAR review process and disciplinary records:

Disciplinary (D)

- Blue no disciplinaries
- Green less than 3 disciplinaries all at Level 1 (verbal by teaching staff)
- Yellow Level 2 disciplinary (verbal and written by Head)
- Red Level 3 disciplinary (final written and by VPCQ)

8.0 Reporting

The activity will be reviewed and reported on an ongoing basis by:

- A monthly review of the number of disciplinaries undertaken by level by curriculum area
- Key themes and lessons learnt.

9.0 Assessment of Impact

- Positive retention, achievement and destination outcomes for all students involved in restorative or disciplinary process.
- Student / Employer voice feedback.
- Manager, visitor or stakeholder feedback to the College relating to the standard of student behaviour.



10 Continuous Improvement

- An annual review of College policies and procedures to ensure their currency and ensure that procedures are being carried out.


APPENDICES

APPENDIX 1: Our Behaviours



Our Behaviours	Expected Standards of Behaviour	Behaviour not meeting Expected Standards may include
 Aspirational	<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>
 Resilient	<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>Collaborative</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>Authentic</p>	<p>Valuing ourselves and others</p> <p>Being honest</p> <p>Recognising and respecting individual differences</p> <p>Demonstrating mutual respect and tolerance of different faiths and beliefs in behaviour and language including awareness of the impact of negativity on other people</p> <p>Celebrating the successes of others</p> <p>Showing commitment to equality and diversity in College</p> <p>Keeping communication positive and restorative, being kind to others</p>	<p>Not listening to the views of others in class session</p> <p>Behaving inappropriately towards others</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

Level 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 class time
- 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

Level 2

Examples include but are not limited to:

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

Level 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 libellous 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 sites
 - 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.

Alcohol and Drugs	<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 will be suspended 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>
Bullying and Harassment	<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"> • 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). • 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). • Racism or bullying because of language, cultural or religious differences. • Ability or neurodiversity discrimination. • Harmful sexual behaviour or inappropriate sexual behaviour, including peer on peer abuse.

	All reports of bullying and harassment should be fully investigated and appropriate action taken. Bullying or harassment of any kind must never be ignored, and the victim must be offered pastoral support. We will use restorative approaches wherever appropriate.
Damage to property	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.
Fighting or threatening behaviour	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	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.
Peer on Peer Abuse, sexual harassment and online abuse	<p>Staff are required to understand the procedures to minimise the risk of peer-on-peer 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 peer-on-peer abuse include:</p> <ul style="list-style-type: none"> • Consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth-produced sexual imagery). • 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. • 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).
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 unhealth relationships potentially leading to sexual exploitation or peer on peer 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.

Appendix 4

Identified roles responsible for stages identified in the procedure.

Stage Owner: Role responsible for stage / activity				
	Stage 1: Challenge Low Level Disruption	Stage 2: Cause for Concern / Action Plan	Stage 3:	Stage 4: Formal Disciplinary Panel Lead
Staff Level	<p>All Staff:</p> <p>Teacher if disruption in class.</p> <p>Where disruption occurs out of class could be any member of College staff engaging the conversation, where applicable feedback to curriculum team to upload Cause for Concern in ILP (Promonitor)</p>	Course Tutor / Progress Coach	Head of Department/ Departmental Manager	Independent – Appointed senior manager / Head of Department.

Stage Owner: Role responsible for stage / activity							
						Appeal Sanction	
	Panel Members in addition to the Panel Lead	Investigation Manager	Agree Temporary Exclusion	Agree Permanent Exclusion	Less than Exclusion	Exclusion	
Staff Level	<p>Independent members of college leadership team including Heads of Department</p> <p>Admin - minutes</p>	Appointed Senior Manager/ head of Department	Nominated head of department following authorization from VP Curriculum and Quality	VP Curriculum and Quality	Principal	Principal	

Appendix 5

Craven College Student Disciplinary 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 Disciplinary 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

1. 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 Disciplinary Hearing.

You will receive in writing the details of the Disciplinary 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

2. 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)	

3. Invitation to Hearing

Insert student name and address and date

Dear

INVITATION TO DISCIPLINARY 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 Disciplinary 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 Disciplinary 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

4. Student Witness Proforma

Student/Witness Proforma

Student Name:	
Date of statement:	
Date and time of incident:	
Factual summary of what happened (include names, dates, places):	
This is a Truthful record of what took place. Signed:	

5. Minutes of Disciplinary 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
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
Disciplinary Sanction Applied (select one) <ul style="list-style-type: none">• Referral to Fitness to Study Policy• No case to answer• Final Written Warning (active for a maximum of 12 months) Warning expiry date is _____• Time Limited Exclusion (up to 4 weeks) return to study date is _____• Permanent Exclusion from the College (minimum period of the remainder of the academic year) return to study date is _____
Sanction to be recorded on Promonitor / STAR tracker / MIS student record
Comments and actions relating to Hearing Outcome and Sanction Applied

6. Outcome of Hearing including first or final written warning

Insert student name and address and date

Dear

OUTCOME OF DISCIPLINARY HEARING

I am writing to confirm the outcome of the Disciplinary 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 Disciplinary 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 Disciplinary 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

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:

<p>Disciplinary Sanction Applied (copy from Hearing Minutes)</p> <p>Reason student has submitted for appeal (select)</p> <ul style="list-style-type: none">• Procedural error(s) which has fundamentally* undermined the application of the Disciplinary Procedure;• That the judgement is unfair
<p>Discussion Notes</p>
<p>Outcome of meeting</p>

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 _____