

# Positive Behaviour Management Policy

(Incorporating **Student Code of Conduct** and **Disciplinary Policy**)

<b>Policy number:</b>	[Formerly LS132] LS246	<b>Policy Lead:</b>	Head of Department Behaviour & Attitudes
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# Positive Behaviour Management Policy

## 1. Policy Statement

At Newbury College (NC) and the University Centre Newbury (UCN) (hereinafter together referred to as the College) we are committed to creating a safe, respectful, and inclusive environment for all students. This Positive Behaviour Management Policy outlines our whole-College approach to maintaining high standards of behaviour that reflect the values of the College and outlines the expectations for student conduct and the expectations and consequences of behaviour that falls below these standards, and the standards of the workplace.

The purpose of this policy is to establish the standards and expectations for the behaviour of all students and support staff when confronted with unacceptable behaviours by individuals or groups of students. The policy outlines the behaviour we expect from our students and the potential consequences of not meeting those expectations. Positive behaviour and self-discipline are crucial for effective learning and are important for students during and beyond their College years.

We aim to provide a consistent approach to behaviour management that is applied equally to all students, whilst considering other external influences, as well as defining what we consider to be unacceptable behaviour, including bullying and discrimination. We swiftly take action to eliminate any abusive or disruptive behaviour to ensure a safe and conducive learning environment for all our students.

When evaluating students' behaviour, we will use a holistic "trauma informed" approach which considers the physical, psychological and emotional safety of our students. This means we will consider all aspects of College life, as well as external factors such as both family-related (intra-familiar) and non-family-related (extra-familiar) harms by asking what they need to feel safe. We recognise the importance of addressing the social, economic, and mental health needs of each student within their specific '*lived experience*' context, while also using appropriate disciplinary measures when appropriate to promote positive behaviour. The College is committed to eliminating victim-blaming language and understanding adverse childhood experiences (ACE's).

The College will take a non-judgmental, curious and empathic attitude towards behaviour. We encourage all staff to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.

The College will address poor behaviour by implementing a comprehensive approach that includes clear guidelines, support, and disciplinary measures to ensure a safe and respectful environment for all students and staff.

Keeping children safe in education (KCSIE) is clear that all College staff have a responsibility to provide a safe environment in which students can learn. Newbury College take a whole-College approach (WCA) to behaviour and safeguarding.

## Purpose

### Key principles

- All students have the right to learn in a safe and supportive environment and our drive is to promote excellent behaviour and act as a role model for positive behaviours in the workplace.

- All staff have the right to teach in a calm and orderly environment without undue disruption. When misbehaviour happens, you can expect this to be dealt with in a prompt, and calm manner.
- Respect for others is fundamental to our community and our British Values. Our students continue and complete their studies as active and positive citizens of the community.
- Positive behaviour is essential for academic success, personal and career development and the College is clear what good behaviour looks like and has high expectations. The College applies a **restorative** coaching approach that is built upon encouragement and reinforcement.

## Our approach

The College sets high expectations for the standards of behaviour of all our students and apprentices. Shared values, fair and consistent application of rewards and sanctions, and excellent teaching and support are pivotal to promoting positive behaviour and raising achievement.

The College understands that the first step to modelling good behaviour is leading by example. This means that all staff, volunteers, and visitors to the College must act professionally, responsibly and with integrity. Staff are expected to act as role models for students and support positive student behaviour.

Staff should recognise and praise positive behaviours to help students develop self-esteem and self-discipline. It is important for all staff to address negative behaviour to maintain a positive College environment for everyone.

We want our students to be able to regulate their behaviour effectively and build positive relationships. We help foster secure relationships by promoting safety, connection, and understanding. Our positive College culture and climate fosters connection, inclusion, respect and value for all members of the College community. We advocate the '*connection before correction*' approach.

The College recognises that disruptive behaviour can often be an indication of unmet social emotional behaviour difficulties (SEBD) and/or social emotional mental health (SEMH) needs. We strive to ensure that discipline is consistent across the College so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination or prejudice. We take into consideration special educational needs and disabilities (SEND) as well as any additional challenges that some vulnerable students may face.

In such cases, early intervention is essential to reduce the need for any subsequent withdrawal or formal interventions. In this situation the Safeguarding and Behaviour Team may consider a multi-agency assessment or referral that goes beyond the student's educational needs.

Support meetings can be used to ensure students are fully supported whilst studying at the College.

In some cases, there may be a legal obligation (related to safeguarding concerns) for staff to address concerns about student behaviour, safety, or conduct.

## Scope/expectations

### Expectations of Student behaviour and code of conduct

- Attend all classes punctually and regularly (as in employment) and above the College target of 85%,
- Respect the rights of others.
- Follow the College's rules and regulations.
- Engage positively in all learning activities.
- Report any concerns about their own or others' safety to a member of staff.
- All students will ensure they display and carry their ID card at all times whilst on campus.

### Application of the Behaviours Policy

The Code of Conduct procedures apply to all students at the College including:

- during lessons, breaks and social opportunities
- all study locations, including educational and residential visits
- travel to and from the College including public transport, and College vehicles
- incidents outside the College environment where they have a direct impact on the College environment, reputation, College services and / or other students at the College e.g. cyberbullying, bullying and harassment
- Incidents outside College campuses and at satellite campuses, where behaviours may bring the College into disrepute.  
This list is not exhaustive

## 2. Definitions

- Positive behaviour - The College seeks to promote a whole College approach to role modelling, emotional intelligence and *the behaviour expectations of the workplace*. This ensures the talent pool of students leaving College fits readily into local employment positions.
- Trauma - Trauma is an emotional response to an extremely distressing event and/ or set of circumstances. Complex developmental trauma, which is often interpersonal in nature, arises from chronic and prolonged exposure to adversity.
- Adversity – Adversity refers to a set of circumstances or events that pose a risk to the physical and psychological well-being of human beings. The term is relatively broad and encompasses both single and prolonged events.  
Examples include experiences of:
  - deprivation
  - prejudice and discrimination
  - maltreatment (including abuse and neglect)
  - bereavement, loss and separation (including entering out of home care).
  - parental conflict and separation

- parental ill health
  - authoritarian and permissive parenting approaches
- Trauma informed practice - is an approach to working with our students that takes into consideration experiences of adversity. It focuses on establishing a sense of safety and security that may be missing for those who have experienced trauma. Trauma informed practice is an effective way of supporting students with behavioural challenges by focusing on developing empathetic relationships and allowing for the modelling of effective behaviour regulation skills in a safe space.
  - A student - is any person enrolled on any type of course at the College or one of its external centres. When a student signs an enrolment form to join a College course, they are also signing to adhere to the College Code of Conduct as prescribed in this policy.
  - Informal resolution - Staff understand that behaviours are learnt and that on occasions newly entering College students will need verbal reprimand or instruction that should be followed without needing recourse to formal actions
  - Formal Disciplinary procedures – these begin at Stage 2 and above. Formal procedures will involve parent/guardian communication in a written form, both to meetings and with outcomes.
  - Withdrawal (managed exclusion) - A withdrawal, or managed exclusion, can take place after a Stage 3 Disciplinary when it is deemed not safe or appropriate for the student to continue at College. The decision on withdrawal includes Senior Leadership approval and is subject to appeal. As part of the managed withdrawal process the College continues to support the student careers IAG and safeguarding needs until a new destination is found.
  - Voluntary withdrawal - Students sometimes withdraw themselves from College following *disciplinary action* and this is statistically reported as a withdrawal.
  - Sanctions or *return with actions* - Following Stages 2 and 3 disciplinaries, a student may be allowed to *return to learning with clear actions*. This will be a series of commitments or actions that the student must adhere to, to return. The completion of the actions is subsequently reviewed at a given date and if there is non-compliance the student disciplinary process can be escalated.  
Sanctions can be applied by football academies, and these can include *prevention from training* or *non-selection for matches* because of disciplinary action and in line with their learning agreements signed at enrolment.
  - Fixed term Exclusion - Following a Stage 3 disciplinary, a student can receive a *fixed term exclusion* which is a pause in learning for a period of normally up to two weeks – because of poor behaviour. This will normally be accompanied by a return with actions.
  - Suspension - A suspension from learning is *normally only undertaken in circumstances where there is an immediate risk of harm*. This can be in circumstances following an incident and as part of an investigation. Where this is necessary, this is without prejudice.

In some instances, a students will be asked to continue using remote learning for a defined short period during an investigation.

### 3. Responsibilities

#### Leadership in Behaviours/Role of Tutors and Support Staff

Leaders of the College will **meet and greet** students every morning to visibly and consistently to *promote positive behaviour*. These greets will include checks on lanyard compliance and daily check in with students and staff for their wellbeing and to ensure they are feeling safe. Leaders are involved in the day-to-day behaviour of the College and all staff have a responsibility for ensuring high standards of behaviour.

*You can expect our tutors and support staff to:*

- Use respectful language and behaviour
- Adopt positive listening techniques
- Value contributions and celebrate differences
- Understand needs and praise for appropriate behaviour
- Go the extra mile to develop strong and empathic relationships with students
- Demonstrate understanding, respect and non-judgement
- Uphold realistic expectations for student's behaviour and set firm but fair limits
- Act as good emotion coaches and support students to co-regulate in times of difficulty

The Positive Behaviour Coaches will provide targeted interventions for short periods of time and can be part of any lesson to support students with improved behaviour strategies. We will support staff through swift action to minimise disruption to lessons.

Tutors are responsible for managing behaviour in the classroom, but all College employees provide a supportive presence around the College campus and will challenge any students who do not use the College grounds respectfully and behave appropriately. Staff should model expected behaviour and positive relationships. Considering the impact of their own behaviour on the College culture and how they can uphold College rules and expectations.

Where there are concerns about staff behaviour this will be addressed by the Staff Code of Conduct, overseen by the HR Department.

#### Governor role in Behaviours

The Governing board is responsible for:

- Reviewing and approving the Positive Behaviour Management Policy
- Monitoring the policy's effectiveness
- Holding the Principal to account for its implementation

#### The Principal

The Principal is responsible for:

- Reviewing this policy in conjunction with the Governing board
- Ensuring that the College environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour

- Monitoring that the policy is implemented by staff consistently with all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the College's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

## Parents/Carers/Caregivers role in Behaviours

Parents and carers, where possible, should:

- Familiarise themselves with the College's positive behaviour management policy and reinforce it at home where appropriate
- Support their young person in adhering to the College's positive behaviour management policy
- Inform the College of any changes in circumstances that may affect their young person's behaviour
- Discuss any behavioural concerns with the tutor or the positive behaviour coaches promptly
- Engage in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the College directly, while continuing to work in partnership with the College
- Participate in promoting the College positive behaviour culture

We foster open and honest relationships with our parents and carers. The strength of the young person-caregiver relationship lays the foundation for behaviour regulation. We expect caregivers to implement routines and boundaries, model appropriate behaviour and help young people learn to express their emotions in appropriate ways.

The College will endeavour to build a positive relationship with parents and caregivers by keeping them informed about developments in their young person's behaviour and the College's policy and working in collaboration with them to tackle behaviour issues where appropriate.

## Respecting our staff

Newbury College staff perform their duties with the values of aspiration, integrity and respect. The parent/carer partnership is very important to the successful learning of the young person. *We do not tolerate verbal abuse or threatening behaviour to staff* and, in such are cases, will protect our staff and escalate actions of poor behaviour by parents/carers. We will always maintain a communication line for matters of safeguarding and consent. However, the college in certain circumstances can withdraw elements of routine communications to parent/carers when

encountering abusive or vexatious behaviour. This will be communicated in writing. In such instances, in person meetings may only be by appointment, and direct phone lines to staff can be curtailed. Should a parent/ carer wish to complain about this escalated action because of their abusive actions, they would have recourse to use the complaints process via the website.

## Student code of conduct and expectations

Students will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be adhering to at College and offsite
- That they have a duty to engage and follow the behaviour policy
- The College's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support delivered through the Positive Behaviour Coaches that is available to them to help them meet the behaviour standards
- They will cover personal safety and how to manage and navigate risk through the Personal and Pastoral Development curriculum (PDD)

Students will be supported to develop an understanding of the College's behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the positive behaviour policy.

Extra support and induction will be provided for students who are mid-phase arrivals to the College.

## Dress code

Infringements may include the absence or incorrect repeated use of Personal Protective Equipment (PPE) or trade uniforms. Infringements can also include exposing midriffs or showing too much skin -either in the absence of clothing or through extensive ripped or torn clothing, a practice that would not be acceptable in a workplace. The College expect students to be ready and prepared to learn every day- and this means being professional to always meet employers.

19+ students are encouraged to follow the student code of conduct and expected behaviours. All stages of the behaviour policy apply to all students. The red/yellow card does not apply to 19+ students.

Student Voice in 2024 agreed with the College that *students should dress as if going to the workplace.*

## College ID

The College operates a visible ID policy for all staff, Governors, students, contractors, and visitors to ensure only authorised individuals access the buildings and maintain a secure environment. All members of the College community, including students, staff, and Governors, are required to wear their College ID either on lanyards around their necks or using a clip to display the ID at all times. This allows for easy verification of registered members of the College community. This practice aligns with the standard procedures of many employers in business and industry. The policy supports the College's Safeguarding and Prevent strategies.



Staff members are identified by a yellow lanyard. Career Academy students wear red lanyards, while HE students wear purple lanyards. Governors can be recognised by their black lanyards. All visitors must sign in at reception and wear the provided badge.

## Replacement ID Cards for Students

All enrolled students will be given an ID card, lanyard and card holder when they have fully completed their enrolment.

Temporary ID 's will be issued at reception for a maximum of 3 times during the term if the student has forgotten their ID. Students failure to remember their ID will be recorded on REMs and they may be refused service at services including the canteen and/or access to enrichment activities.

Any replacement cards will be issue at the Student Hub desk on the first floor and a charge of £3 will be made at reception.

Repeat 'offences' will lead to disciplinary action being taken.

## 4. Procedures

Students are expected to *take responsibility for their actions as young adults*. Students are expected to adopt self-discipline and to have proper regard for staff and peers. Students are expected to *conduct themselves as if in the workplace* and in line with the Student Code of Conduct.

### Safeguarding:

The College recognises that changes in behaviour may be an indicator that a student is in need of help or protection.

We will consider whether a student's poor behaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our safeguarding policy for more information [Policies](#)

### Malicious allegations:

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the College will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the College will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the College (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The College will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our Safeguarding policy and the Managing Allegations against staff procedure for more information on responding to allegations of abuse against staff.

### Types of incidents:

- The use of reasonable force - Staff that are restraint trained, in exceptional circumstances, may do so to reduce the risk of harm to others.  
  
In other situations, should a staff member feel comfortable to do so, for example – to separate two fighting individuals, they can use reasonable and appropriate force and with witnesses - to the incident - for the sole purposes of preventing further harms.
- Off-site behaviours – Students are always advised that they are ambassadors in their behaviour to the College. Subsequently reported poor behaviour in the community that impacts the learning of others at College, can be subject to the disciplinary process as it can cause harm to individuals and to the reputation of the College.
- Online behaviours- Students are encouraged to navigate a safe social media profile and to report where they see or experience harm. The College can utilise screenshots of harmful social media messaging from investigations to inform the disciplinary processes. Students should be mindful at all times of the law in unlawful sharing of certain material and to ensure what they post is not harmful to others.

### Zero-tolerance approach to sexual harassment/sexual violence and drugs and alcohol, threats or violence.

Any reports of this nature will be promptly investigated and dealt with in a sensitive manner. Incidents of this nature are likely to be subject to disciplinary Stage 3, the most serious stage, which may result in permanent withdrawal from College.

## 5. Compliance and Enforcement

### Measuring success

We measure the success of the Behaviours policy can be captured in the following ways:

- Increase in attendance
- Increased retention
- High rates of 'feeling safe' from our student voice
- Analysis of behaviour incidents and reports and reduction in high level incidences of poor behaviour
- External engagement with community services e.g. the police and Local Authority
- Safeguarding alerts and interventions
- Improved sense of safety from student voice
- Observations including behaviour, form part of our teaching and learning policy.

### Examples of unacceptable behaviours

The examples in **Appendix C** are not a complete list and may be added to at the discretion of the Principal, Deputy Vice Principal and Director of Safeguarding and Student Support.

In Football Academy structures, students will also be subject to codes of conduct from organisations such as Precision FA and Soccer Assist.

## Student Voice

We have a rolling programme of six weekly **Student Voice focus groups for students under 19 years and under** throughout the year. These are held in single sex groups and ask questions about experiences of College life, including feeling safe and behaviours around the College campus. Students from different groups are selected at random for brief question and answer surveys and the results of these are shared with the Senior Leadership Team.

The College also participates in the QDP annual student survey.

## Student Council for all students

Student Council meets six times per year and a course representative, and a deputy are appointed at the beginning of each academic year. The Council meets to discuss issues that students are experiencing, and the meeting is normally attended by the Principal, Director of Safeguarding and Support and Student Governor. The Council can discuss behavioural issues and functions with the view of Students being co-producers of their learning. The College produces 'You said, we did' summaries of actions taken because of Student Council suggestions.

Concerns over behaviour can be raised with your tutor, at Council, or in advance to a Positive Behaviour Coach or Head of Department, Behaviour and Attitudes.

## Staff training

As part of the staff induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint where appropriate such as our Foundation Learning students who use Team Teach de-escalation techniques.
- The needs of the students at the College
- How SEND and mental health needs can impact behaviour
- Behaviour management will also form part of continuing professional development for all staff

A reminder of the policy, strategies and support is shared at the beginning of each academic year as a reminder.

## Monitor and review

Behaviours are monitored daily on patrols by a contracted safety warden service and in partnership with the two Positive Behaviour coaches, and by visits to classrooms.

The policy will be monitored and reviewed annually by the Director for Safeguarding and Support and HOD – Behaviour and Attitudes

## 6. References

- 2010 Equality Act [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/262402/Equality_Act_2010_guidance.pdf)
- KCSIE 2024 [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/124242/Keeping_children_safe_in_education_2024.pdf)
- Behaviour in Schools DFE 2024 [Behaviour in Schools - Advice for headteachers and school staff Feb 2024 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/124242/Behaviour_in_Schools_-_Advice_for_headteachers_and_school_staff_Feb_2024.pdf)

- Prevent [Prevent duty guidance: England and Wales \(2023\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/prevent-duty-guidance)
- [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/guidance/searching-screening-and-confiscation)
- [Further and Higher Education Act 1992](#)

# Appendix 1: Procedure for applying the behaviour sanctions

This procedure outlines the steps the College will take to promote positive behaviour and reduce behaviour incidents, including bullying, improve attendance and engagement in lessons and/or the workplace. It supports the Positive Behaviour Policy by providing detailed guidance on the actions required to maintain a positive and safe environment to study and work in.

## Stages of the Student Code of Conduct

The procedure for Code of Conduct meetings has five stages as detailed below. Please refer to Appendix 1 for more step-by-step information.

**Stage 1:** Informal meeting with verbal guidance and agreed action with tutor or course leader.

**Stage 2:** Formal meeting with written guidance and agreed action with tutor and/or Programme Leader

**Stage 3:** Final formal meeting with Head of Department and /or Head of Department (Behaviours & Attitudes) which may have one of the following outcomes:

- Written guidance and an agreed firm and final action plan
- Fixed Term suspension
- Withdrawal from the College.

### **Stage 4: The appeal procedure**

A student can appeal any stage of the Code of Conduct procedure if they wish to provide more information or disagree with an aspect of the procedure. Appeals must be in writing to the Deputy Vice Principal setting out reasons for appeal. Appeal requests must be sent within one week of the date on the Code of Conduct letter confirming the decision.

If the Deputy Vice Principal decides that there is a case to hear, a new investigating officer will be appointed. The role of the investigating officer is to confirm to the Deputy Vice Principal the following:

- The Disciplinary Panel has followed College procedure
- The Disciplinary Panel has acted fairly and considered all relevant matters
- If there is any new or further information to consider.

If any of the above has not taken place, then the Deputy Vice Principal will ask for the Code of Conduct meeting to take place again (Appeal Meeting) and they will chair the panel; otherwise, the outcome of the original Code of Conduct meeting will be upheld.

If the Deputy Vice Principal/Principal re-instates an excluded student, a separate meeting between the Director of Safeguarding and Student Support and the Appeal Panel will take place to plan the careful re-integration of the student.

### **Stage 5: Code of Conduct Procedure for a criminal offence or unlawful behaviour.**

If a student breaks the law, the police will always be informed. The College will not actively seek to criminalise student behaviour and maintains good relations with the police. Where the police

offer the College the option of dealing with the matter using the College Code of Conduct procedure, the College will refer to Stage 3.

Any disciplinaries involving apprentices should be notified to the Head of Apprenticeships in advance of the letter being sent out.

If a student is under a criminal investigation and their attendance at College could hinder the investigation, the College has the right to issue a fixed term suspension. The College will continue to support the student externally by remote learning if necessary.

Refer to Appendix 3 for examples of unacceptable behaviours.

## Support

Support for the student is automatic, the College always seeks for the student to stay in learning and achieve. We will consider their age and learning needs in all areas of the disciplinary process.

- a. Young people and all vulnerable adults should be accompanied by a parent/caregiver or College representative at all stage 2 and 3 or Code of Conduct Meetings. Sufficient notice will be given in advance of the meeting. Where they are not accompanied, staff will ensure that there is a trusted advocate in the room for them.
- b. Students aged under 19 years should be accompanied by a parent/caregiver or employer to formal meetings. The College must ensure that parent/caregivers are informed in advance, although stage 2 and 3 code of conduct meetings can still go ahead without a parent/caregivers present. In such circumstances the College will ensure the young person has an appropriate adult present at the meeting to act as their advocate.
- c. Students aged 19+ should be supported by an independent member of staff or a suitable friend.
- d. Students on Stage 3 disciplinaries will normally be supported by a Positive Behaviour Coach or a member of staff from the Progression and Support Coaches (PASC) if the student has learning needs and/or a member of the Safeguarding Team.

Any student who believes they have been discriminated against, irrespective of the outcome of the meeting, can have a relevant representative or advocate at any stage. Advice on the College Complaints Procedure may also be offered.

## Outcomes of Disciplinary Code of Conduct Meetings

- Within the meeting, the outcome of the Stage 1 Code of Conduct Meeting will be confirmed verbally and noted formally on REMS, our information management system.
- The outcomes of Stage 2 and 3 Code of Conduct disciplinaries will be confirmed in writing to student, parent/ caregivers and notified on REMS
- In complex situations, the panel may ask for 24 hours reflection time, or longer if new material is offered to the disciplinary panel.
- Immediately following the meeting, a phone call will be made to the parent/carer if they were unable to attend the meeting.
- Within 5 working days, the outcome of the Code of Conduct Meeting will be confirmed in writing to the student

- Within 5 working days, the outcome of the Stage 2 or 3 meeting will be copied to the parent caregiver/ employer/ College if the student is under 19. For adult students this will be communicated directly to them.

Where very serious behavioural issues are being addressed or investigated, a student may be given a *without prejudice* 'cooling off' period of remote learning, withdrawn or excluded from the College (see Exclusion section below).

## Membership of Meeting Panels

Where the Code of Conduct procedure identifies a panel member, but this member has been involved in the incident(s) giving rise to the use of the Code of Conduct procedure, their immediate Line Manager will take their place.

Any disciplinaries involving apprentices should be notified to the Head of Department Apprenticeships who is responsible for apprenticeship delivery in advance of the letter being sent out.

## Exceptional Circumstances

The Principal and Deputy Vice Principal, Director of Safeguarding & Student Support or their appointed Head of Departments are the only members of the College who can automatically fixed term exclude a student or call an immediate stage 3 disciplinary meeting. Permanent withdrawals or Fixed Term exclusions will always be approved by the Principal and/or Deputy Vice Principal.

## Withdrawal from College

Withdrawal from College is considered when all possible actions identified through the Code of Conduct Policy have been exhausted. It can also be used if the serious nature of the behaviour(s) being addressed require investigation without possible interference or are likely to impact upon the safety of the individual or others in the College.

The Principal or Deputy Vice Principal are the only people permitted to permanently withdraw (exclude) a student. They are required to follow the procedures set out in this Behaviours Policy, which are designed to ensure fairness and openness and minimise the need for an appeal against the decision.

All Code of Conduct cases including exclusions are treated in the strictest confidence. Only those who need to know the details of exclusion are informed of them.

## Types of Withdrawal:

Students can be withdrawn by the College in two ways:

- 1: Suspension or fixed term exclusion
- 2: Permanently withdrawn

## Fixed term exclusion or suspension

Fixed term exclusion can only be decided by the Principal, Deputy Vice Principal or their appointed manager and are not intended to correct student behaviour. This process will only be used when:

- Health and safety are compromised where a student's presence is believed to be a risk to themselves or others
- To allow an investigation to take place following a serious incident where the student's presence may affect the procedure, such as drug related investigation or a fight on College premises
- The student has put themselves beyond the control of the College by breaking the Code of Conduct and rules for their safety and/or the safety of others.
- A police charge brought against a student at the College, where an investigation could lead to a police caution or further court action.

Re-admittance following a fixed term exclusion can only be granted following a Code of Conduct meeting, refer to procedures outlined in the Stage 3 Code of Conduct or Appeal meeting.

## Permanent withdrawal (formerly called exclusion)

Where a Stage 3 Disciplinary meeting is likely to lead to a permanent mandatory withdrawal, the Principal/Deputy Vice Principal would ensure that all reasonable strategies to address behaviour have been considered and applied. This will include interventions from:

- Head of Department (Behaviours & Attitudes)
- The Safeguarding Officer
- Director of Safeguarding and Support
- Head of Department of Programme Leader and other support team staff depending on the student needs
- External agencies

The letter is to state:

- the reasons for the Stage 3 Code of Conduct meeting
- the date of the Stage 3 Code of Conduct meeting
- the parent/ carer 's right to attend and provide information
- the parent/ carer's right to see and have a copy of his or her child's record
- the person whom the parent/ caregiver should contact if they wish to make a personal disclosure (Safeguarding Officer)

## Interviewing a student for a serious Code of Conduct incident

Before the Code of Conduct meeting the student concerned will be encouraged to:

- write, sign and date a statement of what happened in their own words



- agree to an interview to present their side of what happened in an incident

The student's support may act as scribe to record the student's statement if the student has weak literacy skills or is refusing to co-operate.

## Witness statements

The content of witness statements and their sources will be shared with the student as they are entitled to know the source and nature of the evidence. However, if the College has a concern for the health and safety or the wellbeing of a witness, the Deputy Vice Principal, Director of Safeguarding and Student Support or Head of Department (Behaviours) may allow the statement to remain anonymous, even if the circumstances lead to a permanent withdrawal of the student.

## Proof

The disciplinary meeting will draw upon evidence of a student's past behaviour; the risk of a repeat of the unacceptable behaviour and the likelihood to respond positively to the guidance, actions and sanctions available. There is no requirement for the Deputy Vice Principal to have hard evidence proof, but sufficient serious suspicion should suffice.

## The decision to permanently withdrawn

In all cases where a student is permanently withdrawn, information and guidance will be provided of possible alternative places of study. Students aged 16 to 19 will be referred to the local careers guidance service.

## Parent/Carers responsibilities

If a parent/carer sends a student who has been withdrawn or fixed period exclusion to the College or refuses to collect them, guidance suggests that the College's duty of care remains, as the College must have responsibility for the students safety.

For aged 16-19 year old students, the College will ensure they have safe and adequate means to travel to their home. However, if a 16+ student attends the College against advice with the intention of disrupting College's normal working practices or threatening others, the Principal and/or the Deputy Vice Principal may decide to seek police help to remove the student from College's premises.

## Searches

The College has a zero tolerance for drugs/alcohol or any equipment/activities that may lead to threat or violence. We will apply the DfE Statutory guidance for schools on [Searching, Screening and Confiscation guidance](#) to our students under 18. The [Further and Higher Education Act 1992](#) provides the legal framework to conduct a search.

This section aims to give guidance on how the College's staff implement the search of a student who may be involved in drug related activities, in possession of an offensive weapon or in possession of indecent / inappropriate materials as listed below:

The list of prohibited items include:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;

Any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person
- an article specified in regulations:
- tobacco and cigarette papers;
- fireworks; and
- pornographic image

## Clarification

A 'student search' at the College involves a student voluntarily showing an authorised member of staff (which may include Safeguarding Officer, HOD Behaviours, or a SLT/CLT member) that they do not possess drugs, drug paraphernalia, offensive weapons, or inappropriate materials. A search may include 'Possessions'. These include any goods over which the student has or appears to have control - this includes desks, lockers and bags.

Searches are typically conducted when there is suspicion of illegal activity, such as a student appearing under the influence or smelling of drugs.

A 'strip search' is a search involving the removal of more than outer clothing. Strip searches on college premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. College staff will advocate for pupil wellbeing at all time during this process. We will apply the [Searching, Screening and Confiscation](#) process in these scenarios.

## Responsibility

Only an authorised member of staff with the relevant training and directed by the Principal can carry out a search. We endeavour to ensure the same sex member of staff is present as the student where possible. College Staff may be enlisted for support in such situations but only as a witness and not to conduct or assist in a student search or the suspension of a student.

## Refusal to participate

If a student refuses to cooperate with the instructions from a Safeguarding team member in participating in being searched, or surrendering drugs, drug-related tools, offensive weapons or indecent / inappropriate materials, the Safeguarding Officer will immediately inform the student that he or she is in breach of the College's Code of Conduct at a Stage 3 level. Their lack of participation may lead to the Principal or Deputy Vice Principal deciding to withdraw their place at College.

If the student continues to refuse to participate, then the authorised member of staff will ask them to leave the College premises immediately and he or she may be escorted off the premises.

If the student refuses to leave the College's premises, then a member of the SLT is to be called who will take charge of the situation and may choose to enlist the support of the Police.

## Process to manage searches

### Step 1:

If any member of staff suspects a student of being under the influence of drugs or in possession of drugs, drug related tools, an offensive weapon or indecent / inappropriate materials, then he or she should call the Safeguarding Officer and/or HOD Behaviours immediately.

### Step 2:

The Safeguarding Officer will assess whether the situation is suspicious or not. If there is a valid concern, the Safeguarding Officer will call the HOD Behaviours Team or 3<sup>rd</sup> level Responder to act as a witness. There shall be a trusted or appropriate adult present, and this is normally someone known to the student from the teaching or support team. If a 3<sup>rd</sup> Responder is not available, the Safeguarding Officer can also call the nearest College member of staff to act as a witness.

### Step 3:

The Safeguarding Officer or HOD Behaviours will inform the relevant student of the allegation, and that their possessions are going to be subject to a search. The student is asked if they consent to a search. If the student refuses to participate, refer to the above 'Refusal to participate' section.

### Step 4:

The Safeguarding Officer or HOD Behaviours and designated member of staff will escort the student to an appropriate space or to an equivalent suitable private room to conduct the search.

If there is more than one student, then the Safeguarding Officer or HOD Behaviours may enlist the support of another staff member to supervise the remaining students. The role of the member of staff is to witness the behaviour of the students whilst the Safeguarding lead is conducting their duties. In the absence of the HOD or Safeguarding Officer, then another authorised member of staff can conduct the search.

### Step 5:

The Safeguarding Officer, HOD Behaviours or another authorised member of staff will ask the student to:

- Empty all bags, turn out all pockets, open boxes, pencil cases, phones, iPad etc.
- Take off jackets or other outer garments, unless such actions are insulting to the protected characteristics (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity) or modesty.
- Take off shoes, trainers, boots, etc.
- Staff present will not touch the student or ask any item of garments other than outer layers.

### Step 6:

If the student has been found with an item that may be deemed as suspicious, then the Safeguarding Officer is to remove the item off the student and a Head of Department or HOD Behaviours will ask the student to leave the premises that day. The student is likely to be placed on remote learning whilst the investigation takes place and until a Stage 3 meeting is scheduled, in accordance with the College Code of Conduct. If the student refuses to hand over the suspicious item, refer to the above 'Refusal to participate' section.

## Step 7:

If one member of a group is found in possession of something suspicious then any student considered to be implicated in the incident can be asked to leave the premises whilst an investigation takes place. This is a neutral act and can be extended to a *without prejudice* suspension if there is a risk of harm. If the student or any member of the group is not in possession of anything that may be deemed suspicious, then no further action will be taken.

## Step 8:

Irrespective of the outcome of the search, the Safeguarding Officer contacts the parents/carer of the student to inform them of the search and the result. Should a suspicious item be found, the HOD Behaviours will instigate an investigation and will communicate via a Positive Behaviour Coach with parents/carers about witness statement preparations and a date of a future disciplinary meeting.

**Confiscation** will be managed in line with the [Searching, Screening and Confiscation guidance](#)

## Recording searches

Any search by a member of staff for a prohibited item listed in paragraph 3 and all searches conducted by police officers should be recorded in the school's safeguarding reporting system, including whether or not an item is found.

## Strip Searches

We will not engage in any strip searches. A strip search is a search involving the removal of more than outer clothing. Strip searches on College premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. We will follow and apply the [Searching, Screening and Confiscation guidance](#)

## Thresholds for Attendance Interventions

Newbury College expects attendance to be high, matching employment, and has defined intervention threshold levels:

Under 85% attendance as a cumulative figure for the study programme will trigger interventions.

Also, under 85% attendance at the English and Maths components of the study programme will trigger interventions.

Interventions can be using the Stages of the Disciplinary procedure; calls home from tutor and/or meetings with Positive Behaviour Coaches.

Repeated poor attendance after a Stage 2 Disciplinary may escalate to a Stage 3 Disciplinary (Yellow Card).

## Yellow/ Red Card procedures

In a Stage 3 Disciplinary, the College can offer a Yellow Card process to students under 19. This is a report card that is to be signed by a tutor for every class attendance over a short period, typically two weeks. Students should agree and consent that they are able to achieve the signed attendance, and the card is collected by the Behaviours Staff. Failure to attend a lesson can result in the card being escalated to red card.

A red card works in the same way but is for a duration of ONE week. Failure to meet the red card and the College may consider permanently withdrawing the student because of lack of attendance and/or engagement.

## Disciplinary Process – what you can expect from us:

- The police will be informed if there is a criminal aspect to be heard
- Any incidents that may be deemed as a possibility of radicalisation will be reported to the Safeguarding Team and the Principal or Deputy Vice Principal even if, subsequently, it is deemed to be a false alarm.
- Every effort will be made to ensure the student continues their learning whilst the code of conduct action is applied.
- All Code of Conduct matters will be dealt with in strict confidence and information concerning safeguarding and behaviours will only be shared on a need-to-know basis.
- Records will be maintained for a full academic year, unless they are for Stage 3 Meetings, then they will be retained for future reference in accordance with the Data Protection Policy.
- Details of Stage 3 Code of Conduct meetings may be used to assess a student's suitability to progress onto College courses in the future.
- Where a student is permanently withdrawn, future readmittance to College is not normally undertaken within a period of at least six months, or until evidence of behaviour improvements (such as employment) is presented.

## Students with Special Educational Needs (SEN)

Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the College will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid any substantial disadvantage to a disabled student being caused by the College's policies or practices ([Equality Act 2010](#))

Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))

## Students with an education, health and care (EHCP) plan

If a student has an education, health and care (EHC) plan, we will consult our concerns and next steps with the local authority and other relevant bodies. If appropriate, the College may request an emergency review of the EHC plan. This will be done in collaboration with our Special Needs Coordinator and the Safeguarding Team.

As part of meeting these duties, the College will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the student concerned.

Account is taken of students with learning or medical needs in the disciplinary process. This is established prior to the meeting and where appropriate, specialist staff can be present to support and advocate for the student. There will be a discussion on mitigating circumstances, and we encourage the parent or carer to attend and provide positive supporting evidence of the young person.

The College takes a trauma informed approach and understands that behaviours are often an indicator of an underlying situation or circumstance, and staff are sensitive and compassionate within their application of the disciplinary process accordingly.

The College will assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction to help the student understand the consequence of the sanction accordingly.

## Students with mental health difficulties

This policy also applies to any students with mental health crisis plans. We will connect with the crisis and other relevant teams to seek a resolution and consider any additional support and preventative measures such as a 'break in learning' if appropriate.

## Supporting Students following a sanction

Following a sanction, the College will consider strategies to help the student to understand how to improve their behaviour and meet the expectations of the College.

This can include measures such as:

- Reintegration meetings explaining our concerns and what needs to change
- Daily contact with the positive behaviour coach
- A report card with personalised behaviour goals (red/yellow card)

## Exam malpractice or misbehaviour

In the instance of an exam malpractice report outcome, the College disciplinary process will operate in addition to any sanction handed down by the Qualification Awarding Body upon their investigation of the malpractice. Exam malpractice is always treated seriously by the College and incidences are likely to result in Stage 2 or Stage 3 Disciplinary in line with this policy.

## Football Academies Learning agreements

Football academies in partnership with Newbury College often have additional behavioural elements included in their Learning Agreements, which are agreed upon and confirmed at enrolment. This allows the Academy to implement their own sanctions, as agreed by the Football Club, if the student violates these agreements. Sanctions can include the withdrawal of the student's place at the Academy. The College collaborates closely with the football academies, and any violations on or off-site, during matches, or during training, for example, may result in the College's disciplinary process being applied according to this policy

## Appendix 1: Stages of the Code of Conduct Procedure

### STAGE 1 – See Appendix 2 for examples

1. Purpose	To address and provide a verbal warning where the code of conduct has not been followed.
2. Procedure	Interview with student.
3. Notice	Immediately following breach of Student Code of Conduct.
4. Panel	Course Leader (Chair and Recorder) or Head of Department (Apprenticeship & Skills) for Apprentices, Person witnessing incident (if appropriate) e.g. lecturer
5. Student representation	Student involved Assessor or Progression and Support or Positive Behaviour Coach Parent or Guardian or legal carer or employer or College representative (not compulsory at this stage) can be informed
6. Outcome / Sanctions	Verbal warning and guidance for improvement  Withdrawal of privileges e.g. Educational Visits, College enrichment, etc.  Actions and targets agreed  Referral for action under Stage 2 if the matter considered serious.
7. Follow up	Notes of the meeting and any warning issued will be recorded on a College computer system (REMS) by the Course Leader/ Head of Department (Apprenticeship & Skills). If a safeguarding concern presents in the incident this is logged onto My Concern, or if, as a result of the Code of Conduct meeting the student becomes vulnerable, this will be logged onto MY Concern monitoring platform  Student may be offered support e.g. learning support / counselling / mentoring / coaching or close supervision.  For Work-Based Learning, employers may be informed.
8. Student Support	If the student requests it, a suitable friend / parent / guardian / legal carer or employer may be present. The College has the right to refuse the presence of any person deemed to be unknown to the College.



## STAGE 2 - See Appendix 2 for examples

1. Purpose	<p>To address and provide a written record, where the code of conduct has not been followed, or conditions set at a Stage 1 Code of Conduct meeting have not been followed.</p> <p>A Stage 2 meeting can be issued automatically for serious disregard of the College Code of Conduct, even if Stage 1 was not issued.</p>
2. Procedure	Code of Conduct meeting and an interview with student.
3. Notice	<p>Within five working days of the incident</p> <ul style="list-style-type: none"> <li>- A letter and/or phone call arranging the code of conduct meeting will be given to the student and parent/carer/College/ employer or other support adult to inform them of the date and arrangements for the meeting.</li> <li>- Notice of the Code of Conduct meeting panel will be organised by the Course Tutor or Programme Leader.</li> <li>- Notice of the Code of Conduct meeting panel for apprentices will be organised by the WBL team</li> </ul>
4. Panel	Programme Leader /Tutor (Chair and Recorder) or Head of Department (Apprenticeship & Skills) (Chair and Recorder) for apprentices, Course Leader or Head of Department (Apprenticeship & Skills, Safeguarding Officer and witnesses, if required.
5. Student representation	<ul style="list-style-type: none"> <li>- Student involved</li> <li>- Job Development Coach or Progression and Support or Positive Behaviour Coach</li> <li>- Parent/ carer or employer</li> </ul>
6. Outcome / Sanctions	<ul style="list-style-type: none"> <li>- Written warning and guidance for improvement</li> <li>- Withdrawal of privileges</li> <li>- Actions and targets agreed</li> <li>- Appropriate payment, in case of damage to property</li> <li>- Refer to actions under Stage 3, if the matter is considered very serious.</li> </ul>
7. Follow up	<ul style="list-style-type: none"> <li>- Outcomes of the meeting will be recorded on a College computer system (REMS) by the Lead Safeguarding Officer and or Behaviours Team.</li> <li>- Student may be referred to the Safeguarding team, PASS or Positive Behaviour Coach team and offered support e.g. learning support/counselling/ mentoring / coaching or close supervision.</li> <li>- For Work-Based Learning, employers may be informed</li> <li>- Written confirmation to student/parent/guardian/carer/ employer</li> </ul>
8. Student Support	If the student requests it, a suitable friend / parent/carer or employer may be present. The College has the right to refuse the presence of any person deemed to be unknown to the College

### STAGE 3 - See Appendix B for examples

1. Purpose	<p>To take action on most serious breach of the Code of Conduct and issue a final warning or consider withdrawing the education of the student.</p> <p>To take action on continued failure to comply with Stage 2 of College Code of Conduct conditions.</p> <p>A Stage 3 meeting can be issued automatically for serious disregard of the College Code of Conduct, even if Stage 1 or 2 were not issued.</p>
2. Procedure	Code of Conduct meeting and an interview with student.
3. Notice (Post 16)	<p>Within two working weeks of the breach of the Code of Conduct:</p> <ul style="list-style-type: none"> <li>- A letter and/or phone call arranging the code of conduct meeting will be given to the student and parent /carer/College/ employer or other support adults to inform them of the date and arrangements for the meeting.</li> <li>- The student may be remote learning, or (if harm is possible) suspended from College during this period and only allowed back to for attending public exams, such as GCSEs, Functional Skills, etc.</li> <li>- Notice of the Code of Conduct meeting panel will be organised by the College Behaviours team.</li> <li>- Notice of the Code of Conduct meeting panel for apprentices will be organised by the Behaviours team with WBL and Safeguarding team notifications</li> </ul>
4. Panel	<p>Head of Department Behaviour and Attitudes, or HOD or Director of Safeguarding and Support Services (Chair and Recorder) or Head of Department (Apprenticeship &amp; Skills) (Chair and Recorder) for apprentices,</p> <p>Course Leader or Head of Department (Apprenticeship &amp; Skills, Positive Behaviour Coach, Safeguarding Officer and witnesses, if required.</p> <p>Interested Agency or external persons when notified in advance.</p>
5. Student representation	<p>Student involved.</p> <p>Assessor or Student PASC or Positive Behaviour Coach</p> <p>Parent/ carer/employer/College representative/other (optional but actively encouraged)</p> <p>If a student and their parent/carer refuse to attend the Chair of the panel may decide to continue with the meeting.</p>

6. Outcomes / Sanctions	<ul style="list-style-type: none"> <li>- Final written warning with actions for improvement, or permanent withdrawal</li> <li>- Withdrawal of privileges e.g. Educational Visits, enrichment, etc.</li> <li>- Actions and targets agreed</li> <li>- Yellow/ Red Card process</li> <li>- Appropriate payment, in case of damage to property or legal action by the College depending on the severity of the offence.</li> <li>- Any other appropriate sanction or a combination of those listed</li> </ul>
7. Follow up (if applicable)	<ul style="list-style-type: none"> <li>- Notes of meeting and any outcome will be recorded on a College computer system (My Concern), Actions confirmed and followed up by the HoD Behaviours</li> <li>- Course Leader/Work Based Learning Coordinators.</li> <li>- Student may be referred to the Safeguarding team and offered support e.g. learning support/counselling/ mentoring or coaching or close supervision.</li> <li>- For Work-Based Learning, employers will be informed by the WBL Manager</li> <li>- Written confirmation to student/parent/ carer/ employer</li> </ul> <p>If a student/apprentice is withdrawn from their programme of study is under the age of 19, a referral to external careers services will be offered.</p> <p>A member of the Behaviours team will contact the student following the disciplinary outcome, to check upon the welfare and wellbeing of the student.</p>
8. Student Support	<p>If the student requests it, a friend/parent/ carer or employer may be present. The College has the right to refuse the presence of any person deemed to be unknown to the College.</p>

## STAGE 4 – Appeals meeting procedure, refer to Exclusion Section

1. Purpose	To consider appeal by student against action taken under Stage 1, 2 or 3 of the Code of Conduct Procedures.
2. Procedures	The Deputy Principal or Principal / Head of Quality if the Deputy Principal is involved in previous meeting, will receive all applications for an appeal
3. Notice	<p>The student must appeal in writing within one week of the date of the letter, setting out the reasons for appeal and using the College appeal form - Refer to the Appendix B.</p> <p>In Stage 3 cases, the student may continue to be suspended if there is risk of harm from College during this period and only allowed back for the purpose of attending public exams, such as GCSEs, Functional Skills, etc. Refer to the Exclusion Policy for guidance on 'suspension' or 'fixed term exclusion'.</p> <p>The Appeal panels will be organised by the Head of Department (Behaviours), supported by the Deputy Principal's PA.</p>
4. Appeals panel	For appeal against Stage 3, the Deputy Principal will chair the meeting along with two members of the College Governors. .
5. Student representation	<p>Student involved Assessor PASC, or Positive Behaviour Coach(optional)</p> <p>Suitable friend / parent / carer / employer / College representative / other (optional but actively encouraged).</p>
6. Outcome / Sanctions	<p>The Appeal panel will agree outcomes and set action points.</p> <p>The Appeal panel for Stage 3, may not take place if the Principal / Deputy Principal decides that the Meeting Panel has followed College procedure in accordance with the Exclusion Policy.</p>
7. Follow up (if applicable)	<p>Report of the meeting and its outcomes to be put on student record.</p> <ul style="list-style-type: none"> <li>- Within 5 working days a letter is to be sent to the student and their parent / guardian/ legal carer/employer/supporter confirming the action taken</li> <li>- Within 5 working days a copy of the student letter is to be sent to the student's Course Leader / Head of Department (Apprenticeship &amp; Skills and the relevant Head of Department or Programme Leader</li> </ul>

❖ The decision reached by the Appeal panel is final

## Appendix 2 – Examples of Unacceptable Behaviours

### STAGE 1 Examples

- Lateness to class
- Inappropriate behaviour that causes offence or impacts on learning
- Absenteeism below College minimum requirement
- Internal truancy i.e. attending College, but not attending parts of your study programme without good reason
- Not prepared for learning – no pens, papers etc.
- Inappropriate, excessive or distracting mobile phone usage in class – unauthorised
- Eating and drinking (including soft drinks) in class – unless water in closed bottles
- Eating, drinking and/or vaping in non-designated areas or littering
- Not having Newbury College Parking Permit clearly displayed or not obeying Car Park Flow signs
- Playing music in public areas loud enough to disrupt other people
- Refusal to comply with a staff member's request, including receptionists, front desk staff, Mitie or Catering employees.
- Swearing and bad language – directed to someone or explicitly used in class or public areas
- Refusal to have the College lanyard seen on your person on College premises
- Threatening behaviour – low level e.g. staring at others, menacing behaviour
- Unprofessional behaviour – e.g. feet on sofa or tables etc.
- Wearing a hood up or inappropriate dress in class, lack of compliance to uniform requirements
- Work not submitted on time
- In apprenticeships, work experience or work-related learning, poor behaviour or cancelling Job Development or Industry Placement Coach visits, without good reason
- Boasting about bad behaviour outside College environment
- Riding electric scooters around campus
- Vaping or smoking in non-designated areas
- Inappropriate or offensive clothing

### STAGE 2 Examples

- Repeat of Stage 1 concerns
- Continued inappropriate behaviour that causes offence or impacts on learning
- Attending College on non-timetabled days, with no intention of learning and causing disruption with social activity
- Refusing to attend a Stage 1 meeting
- Continued poor attendance

- Inappropriate comments that may be interpreted as bullying, harassing, discriminatory, belittling towards staff, peers or visitors, online or in person
- Littering the College premises, including spitting
- Leaning motorcycles on cars or actions in car park likely to damage vehicles or property
- Lack of engagement to learning (such as sleeping or disturbing others)
- Parking vehicle in non-designated space
- Driving vehicle unsafely on College premises and/or above the requested speed limit
- Poor attitude towards tutor or College employees e.g. rolling of the eyes, abrupt reactions, slamming books on tables etc.
- Parking and/or using E- Scooters at College
- Refusing to work in class or being rude to visitors or external clients
- Speeding in car parks
- Refusing to provide your full name and ID card to College staff or providing the wrong identity
- Persistent smoking or vaping in non-designated areas
- Persistent non-attendance to a work placement, without good reason

### STAGE 3 Examples

- Repeat of Stage 2 concern
- Repeated refusal to attend a part of study programme
- Refusing to attend a Stage 2 meeting
- Despite support and guidance continued inappropriate behaviour that causes offence or impacts on learning
- An unauthorised attendance below 85% in the first six weeks, after a Stage 2
- Police charges brought against a student or concerns and/or deemed under the PREVENT agenda
- Disrespectful/inappropriate behaviour on College premises
- Disrespectful/inappropriate behaviour on College or public transport, to include educational visits
- Cyber and physical/verbal bullying, harassment including text messaging and online activity.
- Cheating or disruption in exams / assessments
- Damage to College, students', staff or clients' property e.g. cars, bikes, walls, tables, blocking toilets etc.
- Discriminatory comments or innuendos including posting on social media or bringing the College into disrepute
- Disregarding College speed limits
- Drug related activities e.g. in possession of drugs or drugs related tools or deemed to have taken drugs
- Refusing to be searched for drugs or offensive weapons – See Appendix C
- Hacking College website, Teams, emails, or College platforms
- Inappropriate use or access of e-resources

- Interfering with safety equipment e.g. fire extinguishers, fire alarms, first aid books
- Possession of offensive weapons or making such weapons. Possessing equipment with the intention of threatening or causing harm to others.
- Stealing student, staff or College property
- Inciting others to violence /illegal activity on College grounds
- Encouraging or enabling trespassers or intruders onto College grounds
- Verbal abuse or physical abuse towards a student, tutor, College employee, or workplace colleague
- Breach of Health and Safety guidelines and working in an unsafe manner that puts others at risk
- Being under the influence of drugs/alcohol
- Being in possession of drugs/alcohol, or equipment for this purpose, on College property

## Appendix 3 - Appeal Form – for Stage 1, 2 or 3

<b>Appeal Form</b>		
<p>An electronic version of this form is available on-line on the College website or on request. All requests for appeals will be accepted within 5 days of when the warning was issued.</p> <p>For Stage 3, the Appeal Meeting may not take place if the Deputy Vice Principal is satisfied that all relevant procedures have been followed.</p>		
Student Name		Course Name
Stage of warning you wish to appeal against		Date
Reason or the details of behaviour offence in which you wish to appeal		
Date	Time	Location
Student comment – Please give details as to why you should be granted an appeal following the warning issued.		
Please continue on a separate sheet if required		
Student		Date
Appeal received by		Date



