

Positive Behaviour Management Policy

Policy number:	SA003	Policy Owner:	Head of Safeguarding - Support and Inclusion
EIA Status:	Compliant	EIA meeting date:	17/07/2025
Approved by:	SLT	Date approved:	November 2025
	Committee		December 2025
	Board		December 2025
Review frequency:	Annually	Next review due:	01/11/2026
External website:	Yes	Status:	Active
Linked policies/ documents	<ul style="list-style-type: none"> • Safeguarding Policy • Critical Incident (lockdown) Procedure • Managing Allegations against Staff Procedure • Physical Intervention Policy • Code of Conduct 		

Positive Behaviour Management Policy

1. Policy Statement

Newbury College is committed to creating a safe, respectful, and inclusive environment for all students. This **Positive Behaviour Management Policy** outlines our whole-College approach to establishing and maintaining high standards of behaviour in line with the College Values. This policy also outlines the consequences of behaviour that falls below these standards, and the standards of the workplace.

The College aims to provide a consistent approach to behaviour management that is applied fairly to all students. We take responsive action to eliminate any abusive or disruptive behaviour to ensure a safe and conducive learning environment for all our students.

We 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.

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. We take a whole-College approach 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. Poor behaviour is 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 we are clear what good behaviour looks like and have high expectations. We apply a **restorative** coaching approach that is built upon encouragement and reinforcement.

Our approach

We set high expectations for the standards of behaviour of all College members. Shared values, fair and consistent application of praise and sanctions, and excellent teaching and support are pivotal to promoting positive behaviour and raising achievement.

We understand 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.

We recognise 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.

When evaluating 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. We are committed to eliminating victim-blaming language and understanding adverse childhood experiences (ACE's). Trauma informed practice should be used at all times.

Scope/expectations

Expectations of student behaviour and code of conduct

- Attend all sessions punctually and regularly (as in employment).
- Respect the rights of others.
- Follow all rules and regulations.
- Engage positively in all college activities.
- Report any concerns about their own or others' safety to a member of staff.
- 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 (but not limited to):

- during all timetabled and non-timetabled sessions, 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.

2. Definitions

- **Positive behaviour** - We 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.
- **Trauma informed practice** - 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.
- **Student** - Any person enrolled on any type of programme or apprenticeship at the College or one of its partners. When a student signs an enrolment form, 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 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 disciplinarys, 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

College Staff

College staff including the Senior Leadership Team are responsible for implementing the Positive Behaviour Policy and ensuring its effectiveness across college operations. This includes:

- **Meet and Greet:** Appointed staff will meet and greet students every morning to visibly and consistently *promote positive behaviour*. This will include checks on ID compliance.
- **Student Development Coaches:** Student Development Coaches will provide targeted interventions for short periods of time and can be part of sessions to support students to improve their behaviour.
- **All Staff:** Lecturers and 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 meet the expected standards of behaviour.

Governors

The Governing board is responsible for:

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

Parents/Caregivers/Employers

Parents, caregivers, and employers, where possible, should:

- Familiarise themselves with the College’s positive behaviour management policy and reinforce it outside of the college environment, where appropriate.
- Support the student in adhering to the College’s positive behaviour management policy.
- Inform the College of any changes in circumstances that may affect the student’s behaviour.
- Discuss any behavioural concerns with the lecturer, tutor, or coach promptly.
- Engage in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions).
- Participate in promoting the College’s positive behaviour culture.

Students

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.
- That they have a duty to engage and follow the behaviour policy.
- The College’s key rules and routines.
- The benefits of meeting the behaviour standards, and the consequences they will face if they don’t meet the standards.

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.

4. Procedures

- Students are expected to *take responsibility for their own actions*.
- 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.

Where a student’s behaviour falls short of our expectations, the College will apply behaviour sanctions, as set out in Appendix 1.

- **Stage 1:** An informal meeting is held where the student receives verbal guidance and agrees actions with their tutor, course leader, or Student Development Coach.
- **Stage 2:** A formal meeting takes place with the Course Leader, tutor, and/or Curriculum Manager, with written guidance and an agreed action plan established.
- **Stage 3:** A final formal meeting is conducted with the Head of Faculty and/or Student Development Manager, which may result in written guidance, a fixed-term suspension, or withdrawal from the College.

- **Stage 4:** Students can appeal any stage by submitting a written request to the Deputy Principal within one week; if the appeal proceeds, a new investigating officer reviews the process, and a new meeting may be arranged if procedures were not properly followed.
- **Stage 5:** For criminal offences or unlawful behaviour, the police are notified, and the College may refer the matter back to Stage 3 if appropriate; attendance of students under criminal investigation is handled on a case-by-case basis.

Safeguarding

We recognise 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 another person and that allegation is shown to have been deliberately invented or malicious, we will consider whether to discipline the student in accordance with this policy and/or liaise with external agencies if appropriate.

5. References

- 2010 Equality Act [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](#)
- KCSIE 2025 [Keeping children safe in education 2025 \(publishing.service.gov.uk\)](#)
- Behaviour in Schools DFE 2024 [Behaviour in Schools - Advice for headteachers and school staff Feb 2024 \(publishing.service.gov.uk\)](#)
- Prevent [Prevent duty guidance: England and Wales \(2023\) - GOV.UK \(www.gov.uk\)](#)
- [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](#)
- [Further and Higher Education Act 1992](#)

6. Supporting Documents

- **Appendix 1:** Procedure for applying the behaviour sanctions
- **Appendix 2:** Stages of the Code of Conduct Procedure
- **Appendix 3:** Examples of Unacceptable Behaviours
- **Appendix 4:** Appeal Form – for Stages 1, 2 or 3

7. Review and Monitoring

This policy will be reviewed annually to ensure its effectiveness and compliance with relevant legislation.

Reviewed: November 2025

Next review date due: November 2026

Appendix 1: Procedure for applying the behaviour sanctions

This procedure outlines the steps we 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.

Stage 1: Informal meeting with verbal guidance and agreed action with tutor, course leader or Student Development Coach

Stage 2: Formal meeting with written guidance and agreed action with Course Leader/ tutor and/or Curriculum Manager

Stage 3: Final formal meeting with Head of Faculty and /or Student Development Manager which may have one of the following outcomes:

- Written guidance and an agreed 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 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 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 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 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 Principal/Principal re-instates an excluded student, a separate meeting between the Head of Safeguarding and High Needs 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.

If a student is under a criminal investigation and their attendance at college could hinder the investigation, the College will consider appropriate actions on a case-by-case basis.

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 disciplinarys will normally be supported by a Student Development 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.

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 disciplinarys 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.

Suspensions, exclusions and withdrawals

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 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.

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.

Students can be withdrawn by the College in two ways:

- Suspension or fixed term exclusion
- Permanently withdrawn

Fixed term exclusion can only be decided by the Principal, Deputy 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.

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.

Students with specific needs

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 poor behaviour from students with SEND that 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](#)) and using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))

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, we may request an emergency review of the EHC plan.

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 Student Development Coach
- A report card with personalised behaviour goals (red/yellow card)

Appendix 2: Stages of the Code of Conduct Procedure

STAGE 1 – See Appendix 3 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	Student Development Coaches, 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 Student Development 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/Curriculum Manager 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 3 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"> - 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. - Notice of the Code of Conduct meeting panel will be organised by the Course Tutor or Curriculum Manager. - Notice of the Code of Conduct meeting panel for apprentices will be organised by the WBL team
4. Panel	Curriculum Manager /Tutor (Chair and Recorder) or Head of Faculty (Chair and Recorder) for apprentices, Course Leader or Safeguarding Manager/ Officer; Student Development Coaches
5. Student representation	<ul style="list-style-type: none"> - Student involved - Job Development Coach or Student Development Coach Parent/ carer or employer
6. Outcome / Sanctions	<ul style="list-style-type: none"> - Written warning and guidance for improvement - Withdrawal of privileges - Actions and targets agreed - Appropriate payment, in case of damage to property - Refer to actions under Stage 3, if the matter is considered very serious.
7. Follow up	<ul style="list-style-type: none"> - Outcomes of the meeting will be recorded on a College computer system (REMS) by the Lead Safeguarding Officer and or Behaviours Team. - Student may be referred to the Safeguarding team, PASS or Student Development Coaches team and offered support e.g. learning support/counselling/ mentoring / coaching or close supervision. - For Work-Based Learning, employers may be informed - Written confirmation to student/parent/guardian/carer/ employer
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 3 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"> - 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. - 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. - Notice of the Code of Conduct meeting panel will be organised by the College Student Development team - Notice of the Code of Conduct meeting panel for apprentices will be organised by the Student Development team with WBL and Safeguarding team notifications
4. Panel	<p>Student Development Manager, or Heads of Faculty or Head of Safeguarding and High Needs</p> <p>Course Leader or Head of Faculty or Student Development Coaches Safeguarding Manager/ 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 Student Development 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"> - Final written warning with actions for improvement, or permanent withdrawal - Withdrawal of privileges e.g. Educational Visits, enrichment, etc. - Actions and targets agreed - Yellow/ Red Card process - Appropriate payment, in case of damage to property or legal action by the College depending on the severity of the offence. - Any other appropriate sanction or a combination of those listed
7. Follow up (if applicable)	<ul style="list-style-type: none"> - Notes of meeting and any outcome will be recorded on a College computer system (My Concern), Actions confirmed and followed up by the Student Development Manager - Course Leader/Work Based Learning Coordinators. - Student may be referred to the Safeguarding team and offered support e.g. learning support/counselling/ mentoring or coaching or close supervision. - For Work-Based Learning, employers will be informed by the WBL Manager - Written confirmation to student/parent/ carer/ employer <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 Student Development 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

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 3.</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 Student Development Coach</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"> - 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 - Within 5 working days a copy of the student letter is to be sent to the student’s Course Leader / Head of Faculty

❖ The decision reached by the Appeal panel is final

Appendix 3 – 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
- 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
- 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 4 - Appeal Form – for Stages 1, 2 or 3

Appeal Form		
<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 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, using a separate sheet if required		
Student		Date
Appeal received by		Date