

AWARD-WINNING EDUCATION

HOPWOOD HALL COLLEGE
**POSITIVE
BEHAVIOUR
SUPPORT
POLICY**

2024–2026



Policy Cover Sheet

Please fill in the following details:

Policy Name	Positive Behaviour Support Policy 2024-2026
Version Number	V4
Policy Owner	Tracey Marrow
Release Date	4 th September 2025
Policy valid for	2 years

Documents included:

Completed Checklist (below)	X
Policy text	X
Filled in EIA	X

All policies will be available via NetConsent. Does the policy need:

To be accessed on NetConsent by staff?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Made available on the website?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

Policy Checklist

Have you completed the following tasks:

Used the Microsoft Accessibility Checker	X
Used formatted headings	X
Used Arial 12SWM font	O
Included numbered paragraphs	X
Included page numbers	X
Included alternative text for all images which accurately describe what's in the picture	X
Checked for gender neutral language e.g. remove dinner ladies, workmen, he/she and replaced with servers, contractors, they.	X
Used the full phrase instead of the acronym at least the first time	X
Used the spelling and grammar check	X
Gained feedback from colleagues to ensure the policy is clear and accurate	X
Included any legal, social or organisational changes since the last policy review	X
Reviewed the connected policies to ensure they are still active	X
Filled in the change log	X
Listened to the policy using the accessible reader	X
Reviewed the policy flowchart	X
Informed the EDI Manager of upcoming policy deadlines	X

Sign Off: To be filled in by the named person only

	Name	Date
SLT	Lisa Woodman	01/08/2024
Corporation (if required)		
Trade Union	UCU Hopwood	26/09/2024
EIA	Adam Carney	04/10/2024

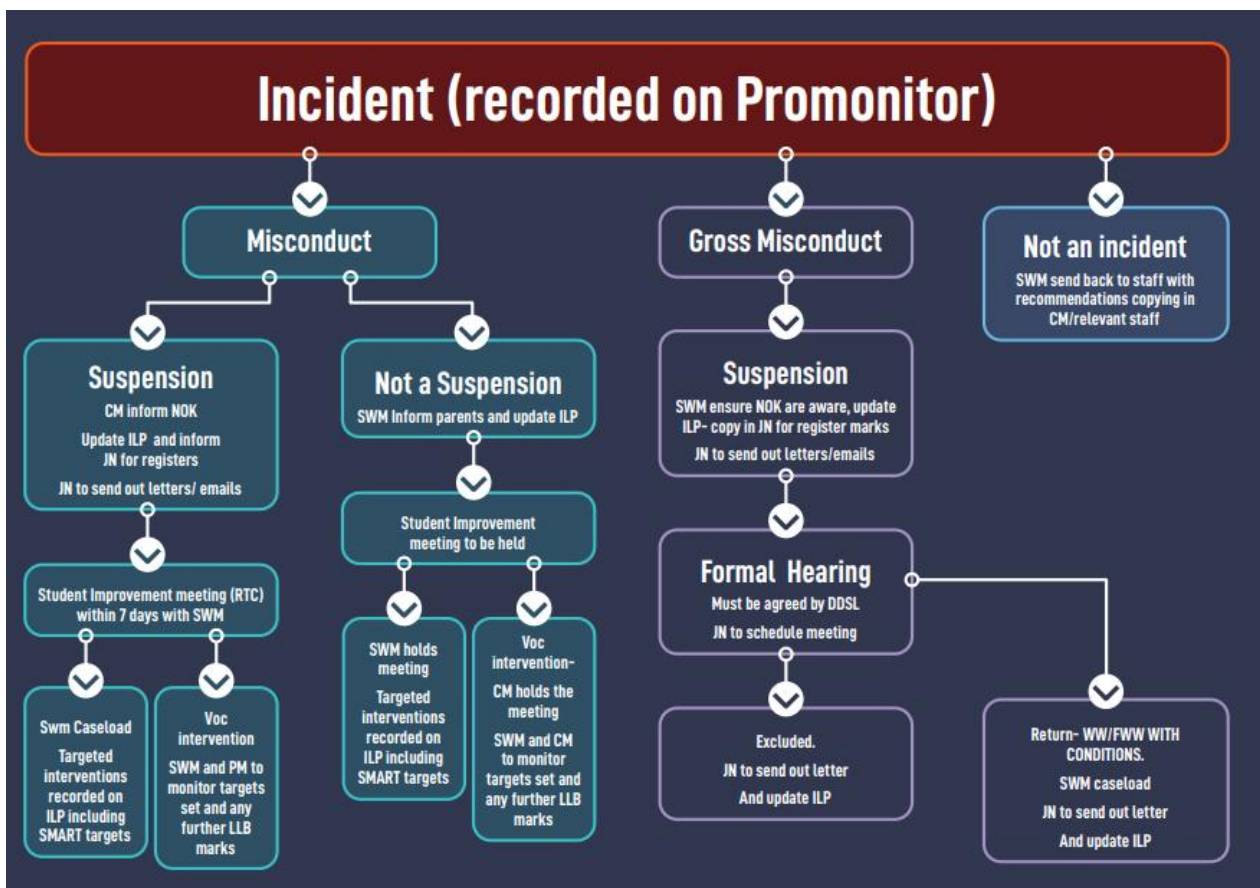
Version number	Changes description	Major changes? Y / N	Initiator	Rationale	Date of completion	New version number
N/A	New policy for 24/26	N	Tracey Marrow	New policy for 24/26	04/10/2024	V1
2	Enhancement of procedures and inclusion of flowcharts and definitions. New point 2.2 Re HE procedures. Removal of duplicated sections.	N	Tracey Marrow	Review and update of new policy	06/02/2024	V2
3	Change of SLT Lead from Caroline Street to Lisa Woodman	N	Tracey Marrow	Staff change	23/07/2025	V3
4	Change job titles, removal of PT and BSM roles	N	Tracey Marrow	Restructure	01/09/2025	V4
4	Formal hearing 10. 2 timescales amended	N	Tracey marrow	To allow for availability of staff and for full investigation to take place	01/09/2025	V4
4	Returning Students Probation period - amended	N	Tracey Marrow	Process simplified and to allow for CD/CM flexibility	01/09/2025	V4
4	Section 9 Gross misconduct added 9.6 and 10.3 Students with learning difficulties 9.7 Joint enterprise	N	Tracey Marrow	Clarification of process for students with Learning Needs	10/11/2025	V4
4	11.2 and 11.4 Appeals process	N	Tracey Marrow	Clarification of who can appeal and reasons	10/11/2025	V4

4	Appendix III Definition of Gross Misconduct	N	Tracey Marrow	Updated Cyberbullying to reflect AI and emerging technologies	10/11/2025	V4
4	Serious Gross Misconduct and High Risk Behaviors	N	Tracey Marrow	Added reference and process in relation to employers. Added Serious Misconduct process 9.8	02/02/26	V4

Change log:

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1. INTRODUCTION

1.1. Hopwood Hall College strives to deliver outstanding education and to provide students with attitudes, skills, knowledge and professional behaviour to prepare them for a successful future and bring out the best in them. The college is committed to providing a safe and inclusive environment promoting a positive culture for learning and personal development.

1.2. The College recognises that the individual experiences of some students can result in behaviours that act as a barrier to their education. Our aim is to create a college community which is trauma informed. This trauma informed approach is underpinned by our college values: integrity, nurturing, enjoyment, ambition and sustainability: and embodied by our aspiration to build a nurturing, caring ethos which permeates our college environment. We have developed this Positive Behaviour Support Policy which

places relationships, kindness and support as the foundation for students to thrive, both academically and in relation to their well-being.

- 1.3. We also recognise that encouragement and reinforcement of positive actions is effective in developing positive behaviours leading to good student engagement, support for staff and a reduction in negative behaviours.
- 1.4. The policy includes a Probation Period which relates to a student's capacity to display professional behaviour and fully commit to academic studies and college life in general.
- 1.5. This policy should be read in conjunction with our Safeguarding and Child Protection Policy, Substance Misuse, Prohibited Articles and Search Policy, Bullying and Harassment Policy, Attendance Policy, Equity, Diversity and Inclusion Policy, Prevent Policy, Mental Health Strategy, Fitness to Study policy.

2. SCOPE

- 2.1. The policy and supporting procedures apply to all Hopwood Hall College students and apprentices, whether full-time or part-time, classroom and work based and during the year. It is designed to support students to be aware of their responsibilities and give them support to develop professional behaviours and where necessary learn from negative behaviour and demonstrate positive changes and commitment. The term "students" in this document refers to all students and apprentices.
- 2.2. Students studying Higher Education qualifications with the college should consult the college website for the appropriate policy.
- 2.3. The policy considers that some students may have additional needs or vulnerabilities which require consideration and reasonable adjustments.

3. AIM

- 3.1. To provide a safe and inclusive learning environment for students, staff and visitors. The policy places relationships and kindness as the foundation for students to thrive. Our aim is that all members of our college community belong and feel valued and are all responsible for promoting good behaviour and our college values. We aim to promote our college Vision and Values throughout college and in everything we do.

- 3.2. We have high expectations for behaviour and model the behaviours that we expect to see in others supporting everyone to be aware of and to meet those standards. We are calm and consistent, treating everyone with respect and courtesy.
- 3.3. We recognise the power of positive relationships and positive recognition. Every student will have a trusted and safe adult that they can go to. There are safe spaces and people to go to when the students need calm and reflection. We recognise those who are doing the right thing.
- 3.4. We accept that when students are struggling, they need support before sanctions. All members of our college community will be supported according to their needs by skilled, empathetic specialist staff.
- 3.5. We aim to see behaviour as a form of communication and seek to understand it. We support staff to recognise the feelings that some people have when they are struggling with their behaviour and to know how to respond.
- 3.6. We don't use threats, bribery, coercion or humiliation. We respond in a way that supports the student to self-regulate, managing the reasons behind the behaviour, repairing the relationship and supporting them to be able to get back to learning.

4. ROLES AND RESPONSIBILITIES

- 4.1. Maintaining good behaviour is the responsibility of all students, staff and the whole college community. Everyone has a duty to promote positive behaviour and attitudes to college life. We expect all members of the college community including parents and carers to be good role models for students and others and demonstrate mutual respect and the college values.
- 4.2. All students and members of the college community are expected to take responsibility for their own behaviour and to understand the college's expectations. During The Big Welcome Week students are introduced to the college's culture, values and behavioural expectations. They are also made aware of the support available to them to help them succeed. The expectations are provided in writing, through curriculum leadership talks and via tutorials. They are consistently reinforced throughout the year using a range of communication channels.
- 4.3. All staff are responsible for demonstrating consistency, role modeling calm adult

behaviours, high standards of behaviour and supporting students to be able to do the same.

- 4.4. Classroom-based staff have the responsibility to ensure that minimum expectations of good classroom management are consistently demonstrated and promote positive behaviour in their classrooms and sessions. They will also recognise and record positive behaviour through the Positive Recognition system.
- 4.5. Outside of the classroom all staff are responsible for addressing behaviour that does not meet the college's expectations and does not contribute to a safe and inclusive environment. Equally, staff should recognise and reward positive behaviours and celebrate students when they show improvements in their attitudes and behaviours in and out of college. Staff should look for the positive first.
- 4.6. Senior Leadership Team (SLT) are responsible for setting and leading high expectations. SLT will ensure that appropriate training is provided for staff and that the training is in line with the ethos of this trauma informed approach.
- 4.7. Curriculum Managers, Centre Directors and Assistant Principals have overall responsibility for the students in their departments and are responsible for ensuring College messages are effectively communicated and where required, the interventions and processes are followed. They are also responsible for ensuring due regard and care for students, supporting students through the use of trauma informed practice and supporting staff and students to achieve a positive outcome.
- 4.8. The role of the Safeguarding and Wellbeing Team is to support students to show positive behaviour in and out of college. They provide dedicated support and help for all students to ensure they feel safe in college. The Safeguarding and Wellbeing Team will support, listen to and mentor vulnerable students and put in place supportive interventions. The team will work with outside agencies if relevant and make referrals where needed. The team will also support victims after incidents ensuring that any adjustments are made to ensure they feel safe in college.
- 4.9. The role of the Corporation is to review the policy for the promotion of positive behaviour and ensure that the college teams ensure high expectations are maintained and that the policy is fairly and consistently applied.

5. PROCEDURES

5.1. A positive approach to all students is expected from all staff to nurture them, raise their ambitions and give them an opportunity for enjoyment. Staff should look for the positive and reward and praise regularly. Any opportunity to provide a small reward should be taken. Recognition of small behaviours has a significant impact and can be formalised through the use of positive behaviour marks recorded on the student's ILP; students and their parents/careers can be directed to view these comments. Positive behaviours can be formally recognised through celebratory events, awards and rewards such as trips and visits.

5.2 When behaviour is presented, that contravenes college expectations wherever possible restorative practice should be used to address this. Our trauma informed practice is based on strong and trusted relationships, and it is vital that relationships are restored if there has been disruption to a relationship between any member of the college community. There may also be occasions where community payback is the follow up action for the student in support of their personal development.

6. Student Improvement Process

6.1 The Student Improvement process aims to support students to improve their behaviour when it is not to the expected standard of the college. The process will involve students, their Curriculum Manager (CM), their Safeguarding and Wellbeing Mentor (SWM) and any other staff supporting the student. It will look to improve the student's behaviour to prevent them from proceeding to more formal action.

6.2 The Student Improvement Process may result from an accumulation of Low-Level Behaviour marks or a formal incident or incidents that are not classified as gross misconduct. Low-level Behaviour marks will be reviewed and discussed at Support Planning Meetings. Curriculum Manager will decide on action to be taken.

6.3 Prior to the consideration of a Student Improvement Meeting staff must ensure that they are fully aware of any additional needs a student may have experienced or are experiencing such as EHCP, Looked After Child/Care Leaver, students open to safeguarding, criminal convictions, mental health or any other vulnerabilities. Students cannot bypass this process unless an incident of gross misconduct occurs; they must be given time and opportunity to make positive changes.

- 6.4 If a Student Improvement Meeting (SIM – see Appendix IIII) is to take place it must be attended by CM and SWM, a Learning Support Officer or Coordinator will attend where relevant.
- 6.5 The SIM meeting summary and actions MUST be recorded on a student's ILP with a clear overview, actions and SMART targets for the student to be overseen by specific staff. This will be done by the SWM although there may be instances where other staff may take lead responsibility but would be identified in the SIM meeting.
- 6.6 The SWM will inform a student's Parent/Carer about the meeting and agreed outcomes.
- 6.7 Should further incidents occur subsequent SIM meetings should review actions and progress since the previous meeting, escalating through the process if no improvements have been made.
- 6.8 If escalation is required a meeting with CM, SWM and parent/carer should be scheduled with any other relevant staff also invited. All previous actions and targets set should be reviewed. A bespoke plan of action is to be agreed, recorded and monitored by the SWM.
- 6.9 If all actions and support pathways have been exhausted and there is still no evidence of improvement or the student's behaviour has deteriorated further a Formal Hearing may be scheduled (see section 10).

7. SUSPENSION

- 7.1. In certain circumstances where an incident has taken place, a student may be required to leave the premises immediately to ensure all parties concerned are safe. This may be a 'cooling off' period to ensure the safety of all and prevent an escalation in behaviour or a suspension without prejudice pending an investigation.
- 7.2. If a student is sent home for a 'cooling off' period, this should last a maximum of two college days. After two days the student should return or be formally suspended. Parents/carer to be informed by telephone by their Curriculum Manager. Register should be marked as Not Expected for the two days, if the student is then formally suspended, register mark will reflect that.
- 7.3. If the student returns after the two days cooling off period, they must meet with their SWM who will discuss events leading to the cooling off period and agree any further actions and support needs-this must be recorded on the student's ILP.

- 7.4. If, at the time or later, the student is seen to have committed gross misconduct (see Appendix III) the suspension may proceed to a Formal Hearing (see section 10).
- 7.5. Parents/carers of students under 18 (or those under 25 with an EHCP) must be informed of any suspensions by the Curriculum Manager. In the case of vulnerable students (e.g. Looked After Children or safeguarded students) the DDSL will inform external agencies. Where a student has an EHCP the LSO will inform their Local Education Authority. The suspension must be documented on the student's Individual Learning Plan (ILP) and registers marked accordingly.
- 7.6. Employers must be informed by the Curriculum Manager if the student is an apprentice regardless of the age of the apprentice.
- 7.7. We aim to keep suspensions to seven college days up to a maximum of ten days where information is still being gathered. We reserve the right to extend this period if further information is needed to complete the investigation. In these circumstances the SWM will contact the student (18 or over) or PARENT/CARER (under 18 or under 25 with an EHCP) to inform. Suspensions with police involvement – see section 8
- 7.8. During any suspension period the student will only attend college for a specific meeting arranged by staff leading the investigation. If necessary, statements can be made over the telephone or by email.
- 7.9. The student must not seek contact with anyone else involved in the incident.
- 7.10. Wherever possible the student should be offered online learning and support required to help them continue their studies and they are expected to engage in this. The Personal Development Tutor will support this.
- 7.11. All victims within an incident and all staff working with or supporting both parties will be informed of the students' return to college date by the SWM. SWMs will check in with any associated victims prior to the other student's return.
- 7.12. If suspensions are not correctly reported the student is **officially 'missing from education'**, therefore ALL suspensions should be recorded on Promonitor, registers marked with X (suspension mark) by Safeguarding Administrator. Staff should not

amend or override this mark.

8. SUSPENSION WITH POLICE INVOLVEMENT

- 8.1. Students may be suspended without prejudice if they are being investigated by the police for a crime that is judged to have potentially harmful impact. A suspension of this nature may also be applied if the college becomes aware of behaviour that contravenes our college's values or brings the college into disrepute. Such behaviour may have occurred inside or outside of the learning environment. This decision to suspend must be taken in consultation with the DDSL for the area. The Curriculum Manager will inform the student and their parent/carer and employer if an apprentice.
- 8.2. If the college becomes aware of any criminal activity involving two or more students, all involved can be suspended without prejudice and asked to remain off college premises until the circumstances are established. This is a protective measure to support the students and others and will be reviewed once an update or outcome of the police investigation is known.
- 8.3. Where an incident is open to police the college reserves the right to continue a student(s) suspension until police involvement ceases, and an outcome (or no outcome) is decided upon. College can also continue with procedures outlined in this policy e.g. A SIM or Formal Hearing. This will be assessed on a case-to-case basis looking into the circumstances of individual investigations.
- 8.4. The college will always comply with its lawful obligation to help investigate alleged criminal activity.
- 8.5. Where staff suspect a student of committing a criminal offence or being involved in criminal activity, the college reserves the right to report the matter to the police.

9. GROSS MISCONDUCT

- 9.1. Gross misconduct is where a student presents behaviour(s) that pose a serious threat to other students, staff or visitors to the college, has committed a crime or has presented with behaviour that could bring the college's reputation into disrepute (see Appendix III for definitions).
- 9.2. When an incident of Gross Misconduct is suspected, any student thought to be involved will be suspended without prejudice or formally suspended by their CM or

CD. This will be communicated to their PARENT/CARER (if under 18 or under 25 with an EHCP) by their CM.

- 9.3. Any Staff or students present may be asked to write statements and if CCTV is available this will be requested by the relevant SWM or DDSL for the Student Safety Team to locate.
- 9.4. An incident may be reported to police by a student, their PARENT/CARER, a member of the public or the college on a student's behalf. We may also become aware of ongoing police action involving students (See Suspension with Police Involvement section).
- 9.5. All information regarding an incident will be collated by the relevant SWM and shared with the student's Curriculum Manager to decide on appropriate outcomes. This decision may be to proceed to a Formal Hearing.
- 9.6. For learners with a learning difficulty and/or disability, the Learning Support Team will be consulted to assess a student's ability to understand the college student Behaviour Policy and in ensuring all reasonable support measures have been put in place prior to any formal action.
- 9.7. Students who are present during, encourage, or incite misconduct—even if they do not carry out the act themselves—may be held accountable under the principle of joint enterprise. This includes situations where their actions or omissions contribute to the incident, such as planning, facilitating, or failing to withdraw from the behaviour once aware of its nature.
- 9.8. Where an incident of Serious Gross Misconduct has occurred, and there is clear and irrefutable evidence that staff and/or students have been placed at risk, harmed, abused or assaulted, the Deputy Principal may determine that a Permanent Exclusion is the appropriate outcome. In such circumstances, there will be no right of appeal.

10. FORMAL HEARING

- 10.1. Assistant Principals or Centre Directors will chair a Formal Hearing when a student has:
 - Been involved in an incident defined as Gross Misconduct.
 - Been through the Student Improvement Process and not making the desired changes and/or not met the standards of behaviour we expect.
- 10.2. The Formal Hearing will be arranged within 10 working days of the incident unless there is ongoing police involvement or due to availability of student, their parent/carer, any external support e.g. Social Worker or college staff.
- 10.3. In exceptional circumstances where holding a Formal Hearing is deemed not be in the best interests of the student, an alternative approach – such as a Professionals meeting or Case Conference - may be convened. This process must be authorised by an Assistant Principal, The Head of Learning Support and the Head of Safeguarding.
- 10.4. The Formal Hearing will be chaired by an Assistant Principal or Centre Director with the CM and SWM in attendance. A member of Learning Support, the Student Safety officer and DDSL can also be present if required by the Chair.
- 10.5. The student is entitled to be accompanied by an adult friend or relative, but not by a legal or other professional adviser. If a student is under eighteen years of age or a vulnerable adult / inclusion need, a parent or guardian will be invited to attend the hearing to provide support. In the event that the student under eighteen years of age is unaccompanied, support will be provided by a Safeguarding and Wellbeing Mentor. Students are not permitted to have other students accompany them unless they are related.
- 10.6. Where a student is financially sponsored by an employer or organisation, the employer or a representative of the organisation should be informed of the details of the hearing at least five days in advance of the hearing.
- 10.7. The SWM will provide all information to the Chair no later than 24 hours prior to the hearing including any statements and CCTV if available. The information and report will be collated on a shared drive which will be shown and discussed during the hearing.
- 10.8. The Chair will make a formal record of the meeting on the form and use this for any appeal hearings or subsequent communication regarding the hearing.

- 10.9. Within the hearing the incident will be raised alongside any previous incidents, attendance, low-level behaviour marks and any mitigation.
- 10.10. The student and/or their PARENT/CARER will respond to the information and then may be asked to leave briefly while the panel arrives at a decision.
- 10.11. The decision will usually be made to the students and their PARENT/CARER at the end of the meeting. An exception to this may be if the panel are hearing several student panel meetings related to the same incident. Or the Chair requires further information to be able to come to a decision.
- 10.12. If the outcome of the hearing is a Final Written Warning, this will be confirmed verbally and in writing by Chair by letter to the student and their parent/carer. The letter will include advice on any changes of behaviour required compliance with which is a condition of continuing without further escalation of their sanction. This will be recorded on the student's ILP
- 10.13. Where the outcome is not given at the meeting by the Chair it will be communicated over the phone to the students and their parents/carer by their CM when all meetings have been held.
- 10.14. Where a Final Written Warning has been given, continuation of the behaviour may result in referral back to the Chair for a decision which can take place without the need for further hearing. This should be recorded on the ILP.
- 10.15. If the student does not attend the hearing and there are no reasonable grounds notified for their absence, the Chair can decide to proceed. The absence of the student and the grounds for continuing the hearing must be formally recorded on the Formal Hearing Report.
- 10.16. The staff member chairing the panel will give the students a copy of the college's appeals procedure should they wish to appeal and inform them that the decision will be followed up in writing.
- 10.17. An email will be sent to the student's parent/carer (if under 18 or under 25 with an EHCP) or the student themselves (if over 18) detailing the panel hearing decision and attaching the appeals procedure (see Appeals section).

10.18. If an exclusion was the outcome of the panel hearing the CM will withdraw the student from their vocational Programme and the SWM will refer to the relevant Careers guidance service. If the student is Safeguarded or Looked After the DDSL/SWM will do this.

11. APPEAL PROCESS

- 11.1. All Appeals to be submitted via administration@hopwood.ac.uk within five working days of decision.
- 11.2. For learners aged 16-18 (up to 25 where an Education Health Care Plan (EHCP) is in place, appeals may be submitted by the student or their parent/carer. Students aged over 18 must submit their own appeal. Appeals submitted by third parties will not be accepted.
- 11.3. Appeals against decisions made for New Students Probation Period (Appendix I) and Progressing Students (Appendix II) will be considered by the relevant Assistant Principal on the submission of new information or evidence of procedural irregularities. In these instances, the appeal will be heard by the Vice Principal.
- 11.4. Notice of appeal must be lodged within five working days of the recommendation of exclusion decision being made. The appeal must be made in writing detailing the reasons for the appeal and any new information that has not been previously considered or known. Appeals cannot be made solely on disagreement with the original decision.
- 11.5. The Vice Principal and Head of Safeguarding will review information and decide whether the appeal meets the threshold to be heard.
- 11.6. If there are no grounds for the appeal the college will respond to the appeal within 5 working days detailing this.
- 11.7. If an appeal hearing is agreed the meeting will be chaired by a Vice Principal, they will decide if any other staff members are required at the hearing.
- 11.8. The appeal process will only consider witness statements and documents identified to the chair in advance of the hearing and will be referred to during the hearing itself.
- 11.9. The student can be accompanied by an adult family member or have support from a member of the Safeguarding and Wellbeing Team or Learning Support team where appropriate.

- 11.10. The students will be invited to state the grounds of their appeal.
- 11.11. The Vice Principal will consider all the information presented. The student and family member may be asked to withdraw at this stage whilst a decision is made or for the chair to seek points of clarification.
- 11.12. The chair of the panel will inform the student of their decision by phone call followed by a letter emailed to students (if over 18) or PARENT/CARER (if under 18 or under 25 with an EHCP) within five working days.

12. PROBATION PROCEDURE

- 12.1. The first 6 weeks of a new academic year are treated and are considered a probationary period for all students, whether they are new to the college or have progressed. Details of the process is documented in Appendix I and II.
- 12.2. All withdrawals are reviewed by the Head of Safeguarding before submitting for authorisation by the Vice Principal for Curriculum.
- 12.3. If a student/parent/carer feels this policy or procedure has not been followed as outlined above they will be referred to the Compliments and Complaints policy.

13. STUDENTS WITH HIGH-RISK BEHAVIOUR CONCERNS

- 13.1. Prior to studying at the college concerns may be raised about students who have been identified as having behaviours which may pose a risk to themselves or others, as identified through the transition work undertaken with schools and external agencies by Safeguarding Officers and the Learning Support Team.
- 13.2. Where a student is unknown to us and high-risk information is disclosed at enrolment, this will be referred immediately to a DDSL who may make the decision to pause the enrolment to allow for further safeguarding information to be gathered, and a decision made.
- 13.3. If concerns are raised in the first few weeks on programme, students may be suspended without prejudice whilst information is gathered, and a decision is made.
- 13.4. In the case of EHCP/High needs, any cases are reviewed in the first instance by the

Head of Learning Support to ensure the needs of the young person can be met (see Equity, Diversity and Inclusion Policy).

- 13.5. Once an agreement has been made by the Head of Learning Support that the college can meet the learning support needs of potential high-risk students, information is gathered for all potentially high-risk students by the Deputy Safeguarding Officer (DDSL) with responsibility for high-risk and a professionals meeting requested.
- 13.6. After all relevant information has been gathered the DDSL will submit a report and recommendations to the Head of Safeguarding, SLT Safeguarding Lead and relevant Vice Principal for consideration regarding a place at the college.
- 13.7. Conditions of acceptance may include attending the Summer Transition Project, engaging in supportive meetings and transition visits to college campus or being placed in a supportive group.
- 13.8. If a place is to be offered a Risk Assessment or Safety Management Plan may be agreed with conditions including agreeing to proactive searches. (See Substance Misuse, Prohibited Articles and Search Policy).
- 13.9. If it is decided the college is unable to meet the needs and/or mitigate any risks this will be confirmed in writing to the parent/guardian or relevant Local Authority Virtual Head in the case of Care experienced young people by the Head of Safeguarding. For students with an EHCP this process will follow the Inclusion Policy.
- 13.10. An appeal will only be considered in exceptional circumstances where the applicant presents new, substantive information that was not previously reviewed. Appeals cannot be made solely on disagreement with the original decision
- 13.11. If concerns are raised by an apprentice's employer, the concern must be referred immediately to a Deputy Designated Safeguarding Lead (DDSL). The DDSL and Director of Apprenticeships will review the information, contact the employer for further detail, and determine whether the apprentice should be temporarily withdrawn from the workplace or placed on a break in learning while safeguarding information is gathered. A joint discussion between the employer, Director of Apprenticeships, DDSL and the Head of Safeguarding will take place to assess risk and agree next steps.
- 13.12. If it is determined that risks cannot be mitigated in the workplace or the college environment, the apprentice may be withdrawn from their programme. The employer

and apprentice will be informed in writing of the decision and the rationale.

14. DOCUMENTS ASSOCIATED WITH THIS POLICY

- 14.1. Safeguarding and Child Protection Policy
- 14.2. Substance Misuse, Prohibited Articles and Search Policy
- 14.3. Bullying and Harassment Policy
- 14.4. Prevent Policy
- 14.5. Attendance Policy
- 14.6. Equity, Diversity and Inclusion Policy
- 14.7. Retention Policy
- 14.8. Mental Health Strategy
- 14.9. Compliments and Complaints Policy

If this document is required in an alternative format, please contact enquiries@hopwood.ac.uk

APPENDIX I – NEW STUDENTS PROBATION PERIOD

- 1.1. A student's first 6 weeks at college are considered a probationary period for all progressing students. During this time if a student's attendance or behaviour gives serious cause for concern the college reserves the right to take appropriate action. This may include but is not limited to:
 - 1.1.1. Withdrawal of the college place
 - 1.1.2. Change of groups/course
 - 1.1.3. Implementation of formal behaviour supportive interventions
 - 1.1.4. Fixed Term or Permanent Exclusion for Gross Misconduct
- 1.2. If a student's behaviour or attitude does not meet the college expectations, a meeting will be held with the student, CM and SWM. The purpose of the meeting is to reinforce expectations around professional behaviour and commitment. The SWM will inform the parents/carer and ensure that the students understand failure to meet agreed targets may result in withdrawal from college. This meeting must be recorded on the students' ILP by SWM.

- 1.3. Where these behaviours arise the Curriculum Manager has the responsibility of communicating with parents or guardians to inform them of the concerns and get their support. For students who are open to Children's Social Care or care experienced, the relevant DDSL or SWM will inform all the relevant parties. This must be recorded on students' ILP.
- 1.4. The Safeguarding and Wellbeing Team will gather further information from previous schools or any external services to support the student. If at this point previously undisclosed risk information is discovered, then it will revert to the High-Risk procedure.
- 1.5. If it is unlikely that the student will be allowed to remain in college, the parent/guardian will already be aware, and Curriculum Manager will confirm with parent/guardian the withdrawal. This must be recorded on student's ILP.
- 1.6. If the student has an EHCP Learning Support will follow the process outlined in the Equity, Diversity and Inclusion Policy and request an Early Review.
- 1.7. In cases of Gross Misconduct within the first six weeks, the student will be excluded, and parents/guardians will be informed by the Curriculum Manager, Centre Director or Assistant Principal, with written confirmation. Exclusion without the right to appeal will be confirmed by the Vice Principal or Deputy Principal, with agreement from the Head of Safeguarding.
- 1.8. Students who are withdrawn will be offered careers advice and guidance and, in either case, withdrawal or exclusion, the Safeguarding and Wellbeing Team will inform the relevant Local Authority Careers service.
- 1.9. All meetings, interventions, actions and telephone calls must be recorded on the student's ILP.
- 1.10. In the cases of Gross Misconduct and Exclusions the DDSL for the area is responsible for the process on college systems and working with the police if the behaviour includes potential criminal activity.
- 1.11. All withdrawal requests are reviewed by the Head of Safeguarding before submitting for authorisation by the Vice Principal.
- 1.12. For Appeals see Appeals Section.

APPENDIX II – PROGRESSING STUDENTS PROBATIONARY PERIOD

- 1.1. The first 6 weeks of the new term are treated and are considered a probationary period for all progressing students. During this time if a student's attendance or behaviour gives serious cause for concern, the college reserves the right to take appropriate action. This may include but is not limited to:
 - Withdrawal of the college place
 - Change of group or course
 - Change of timetable
 - Implementation of formal behaviour supportive interventions.
- 1.2. If a student's behaviour or attitude does not meet college expectations, a meeting will be held with the students, CM and SWM. The purpose of this meeting is to reinforce expectations around professional behaviour and commitment. The CM or SWM will inform parents/carer and ensure that the students understand that failure to meet agreed targets may result in withdrawal from college. This meeting must be recorded on the students' ILP.
- 1.3. If the student fails to meet agreed targets, the CM will contact the parent/carer to discuss the seriousness of the situation. This must also be recorded on the ILP.
- 1.4. If there is no improvement, the students may be withdrawn from college. The CM will confirm the decision with parent/carer and provide information about the appeal process. The Safeguarding and Wellbeing team will notify the Local Authority and any relevant external services. If the student has an Education, health and care Plan (EHCP), the Learning Support officers will notify the relevant Local Authority.
- 1.5. Students who have previously received behaviour interventions – whether supportive (e.g. SIM) or formal – who continue to display behaviour that does not meet college expectations may be withdrawn with immediate effect.
- 1.6. In cases of Gross Misconduct within the first six weeks, the student will be excluded, and parents/guardians will be informed by the Curriculum Manager, Centre Director or Assistant Principal, with written confirmation. Exclusion without the right to appeal will be confirmed by the Vice Principal or Deputy Principal, with agreement from the Head of Safeguarding.
- 1.7. All students who are withdrawn will be offered a Careers Information, Advice and

Guidance (CIAG) appointment.

1.8. All withdrawal requests are reviewed by the Head of Safeguarding to ensure all steps have been followed, before submitting them for authorisation by the Vice Principal.

1.9. For Appeals process see Appeals section.

APPENDIX III - DEFINITIONS OF GROSS MISCONDUCT

<u>Examples of Gross Misconduct</u>
Use of violent or threatening behaviour:
Sale, use, or possession of illegal substances: This includes possession of Class A drugs and/or having large quantities of Class B or C, Psychoactive substances (NPS). This could also include the using of vapes containing NPS and/or other illegal substances, whether for own use or giving/distributing to another. This could apply to being under the influence of drugs or alcohol, including and solvents or any other potentially intoxicating materials, whether obtained legally or otherwise, that are not required for learning and that can cause harm to others. This also includes an accumulation of instances of using being in possession of any of the above substances.
Possession of offensive weapons: This includes firearms, knives, bladed instruments, items with sharp points, or any other items considered to have been carried for violent or threatening purposes.
Use of offensive or discriminatory language or behaviour: This includes any conduct that may be considered offensive or discriminatory under the Equality Act 2010 (see Equity, Diversity and Inclusion Policy). Protected characteristics include Age, Disability, Gender, Marriage and Civil Partnership, Race, Religion or Belief, Sexual orientation.
Harassment, bullying, or cyberbullying: This includes any form of physical, verbal, or psychological abuse, as well as abuse conducted through electronic or digital means. Examples include, but are not limited to: <ul style="list-style-type: none">• Sending offensive or threatening messages via text, email, or social media platforms.• Posting or sharing harmful content on social networking sites.• Taking, recording, or distributing photographs, audio, or video without consent.• Creating, using, or distributing AI-generated images, deepfakes, or other synthetic media intended to harm, intimidate, or misrepresent an individual.

- Any similar behaviour using current or emerging technologies.

Sexual harassment or Harmful Sexual Behaviour (HSB): This also includes child-on-child abuse. Harmful Sexual Behaviour and Sexual harassment.

Vandalism: This applies both on and off college premises.

Assault: Physical contact between students with the intention of causing harm to the recipient e.g. slapping, kicking, pushing, inappropriate touching. Physical contact can be defined as any contact that is unwarranted or unwanted by the recipient. This can also be jointly described where objects may be used to make physical contact with another person e.g. throwing objects at another with an intent to harm.

Theft: This applies to theft on site or off-site relating to other students

Possession of fireworks or other explosive or flammable materials.

Use of illegal or offensive websites: This includes breaches of the ICT Acceptable Use Policy.

Evidence of extremism: As advised by the police and Counter Terrorism Policing Northwest (CTPNW).

Cheating in examinations and plagiarism.

Use of generative AI models (e.g. ChatGPT) without proper authorization and trying to pass off AI-generated output as their own will be investigated under the Assessment policy)

Use of motor vehicles on campus: This includes motorcycles and scooters used in a manner that presents a risk of harm to others.

Misrepresentation or making malicious allegations: This includes making false or harmful allegations against others (e.g. staff members, other students).

Criminal activity: Any criminal activity that, in the opinion of the Senior Leadership Team (SLT), may bring the college into disrepute, whether it occurs on or off college property.

Aggressive Behaviour: this includes student on student aggression, aggression towards staff or any member of the public. This can be either on campus or off campus.

Aggressive behavior can happen in person or in conjunction with cyber bullying e.g. making threats via social media.

Verbal abuse: Verbal abuse is considered use of language that threatens, intimidates or frightens other people. Verbal abuse may include name calling, threats to harm, incitement of violent behavior, screaming or shouting. Verbal abuse can also happen through voice notes or sending video messages.