

# Positive Behaviour Support Policy with Disciplinary Procedure 2022/2023



## Change log

Version number	Changes description	Major changes? Y/N	Initiator	Rationale	Date of completion	New version number
V1	Pg 4 – Removal of Covid 19 provision	N	C Street	Operating in line with policies pre-covid-19	Aug 22	
	Pg 13 – Inclusion of the Low level behaviour issue procedure	Y	C Street / G Scully	New procedure adopted following term 3 21/22 pilot	Aug 22	
	Pg 17 – amendments to the Behaviour Disciplinary Procedure to accommodate the Low-level behaviour issues procedure	Y	C Street	As above	Aug 22	

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## 1. INTRODUCTION

1.1 This Policy and Procedure sets the College's expectations of attitudes and behaviour of all learners in its community. It is the purpose of the Policy to promote and encourage positive behaviours in all parts of the college and across all activities associated with the learning programme both on and off the college site. This is to promote a safe, inclusive and positive culture for learning and personal development to support learners to develop positive behaviours for work and further learning.

1.2 Hopwood Hall College strives 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 Policy which places relationships and kindness as the foundation for learners to thrive, both academically and in relation to their wellbeing.

1.3 This policy should be read in conjunction with the college Safeguarding and Child Protection Policy, Bullying and Harassment Policy, Attendance Policy, Equality, Diversity and Inclusion Policy, e-Safety Policy, Prevent Strategy, Inclusion Policy, Student Safety Policies and the Mental Health Strategy.

## 2 SCOPE

2.1 The policy applies to all Hopwood Hall College learners, whether full-time or part-time, classroom and work based and at all times during the year. Furthermore, the College may choose to apply it at any time during the year, whether or not incidents occur during college terms or on college premises. The policy applies to class room based, virtual, remote lessons, work-based learners, Directed Study Time (DST), work experience and through all aspects of the learner journey.

2.2 Work based learners and apprentices will also be subject to the behaviour policies and professional standards of their employer; however it is expected that as students of the College, the expectations of this policy and the code of conduct will still apply. Learners from sub-contracted providers will be subject to the behaviour policy of their provider.

## 3 AIM

3.1 This policy aims to be trauma informed and not discriminate either directly or indirectly against any individual on grounds of sex, race or ethnicity, sexual orientation, religion or belief, age, disability, inclusion need, gender identity, socio-economic status or any other protected characteristic. The policy will consider the learner's vulnerability and inclusion needs and the college will consider reasonable adjustments where needed.

3.2 This policy outlines the key principles and ethos of the positive approach to behaviour and the incident and disciplinary procedure which will need to be followed when

a learner's behaviour falls outside college expectations, where support interventions have been unsuccessful and for instances of gross misconduct.

3.3 At Hopwood Hall College we are committed to creating an environment in which learners and staff feel safe and know that the college will take proportionate action to ensure that any issues or concerns will be addressed through our policies, practices and actions. It is acknowledged that members of the college community may have different experiences and views on behaviour. However, the aim of our Positive Behaviour Support Policy is to share some basic key principles and expectations that reflect the college ethos and our commitment to being trauma informed.

3.4 We aim to adopt a whole college, whole systems approach to understanding how Adverse Childhood Experiences (ACEs) can cause a trauma response in young people and adults. We will do this by adopting a relationship-based approach to our work and in doing so acknowledge the value of strong partnerships and collaborative working to prioritise positive mental health and wellbeing for learners at Hopwood Hall College.

3.5 Adverse Childhood Experiences (ACEs) are traumatic events in a young person's life that can have negative, lasting effects on a person's health and wellbeing. These experiences can be categorised as abuse or neglect and household dysfunctions such as abuse, neglect, mental health, parental substance abuse, death or family separation.

3.6 Our trauma informed approach to positive behaviour management aims to:

- ensure that all members of the college community feel safe
- place relationships and a learner's sense of safety and security at the heart of positive behaviour management
- encourage nurture, warmth, kindness and empathy, even when a learner is presenting with behaviours that feel challenging
- promote a sense of community and belonging
- take individual circumstances into account

3.7 To achieve this, we set out the following key principles:

- We promote and encourage **positive attitudes and behaviour** in the college and the wider community
- We recognised that **behaviour is a form of communication**. Behaviour can be a communication of an emotional need – conscious or unconscious, and we will respond accordingly with support where needed.
- We **put relationships first**. All members of the college community should create a positive culture that fosters character, connection, inclusion, respect and dignity for all.
- We **model the behaviour** we wish to see in others and not use limiting language towards learners.
- We will **maintain clear boundaries and expectations** around behaviour. This will help learners and staff feel safe in the college environment. Recognition, rewards and consequences that follow certain behaviours will be made explicit.
- We recognise that **not all behaviours are a matter of 'choice'** and not all factors linked to the behaviour of learners are within their control. Reasonable adjustments must be made for learners who are vulnerable. We must also be mindful in our choice of language and understand that this is not always helpful. We will be careful to describe the behaviour and not label the person.

- We **uphold the principles of equality, diversity, inclusion** and show equity in our decisions and make reasonable adjustments where required.
- To **teach learners how to communicate** their thoughts and feelings in a way that would be beneficial in their next steps and employment including taking on board the thoughts and feelings of others and accepting responsibility for their own actions and make positive choices.
- We will be **non-judgemental, curious, empathetic** and provide support and help to learners who need it.

3.8 We will work to achieve these aims through this Positive Behaviour Support Policy and will recognise and reward learners accordingly and taking restorative actions to help encourage positive behaviour when behavioural standards may not be met.

3.9 We acknowledge that any form of punishment, suspension or exclusion can have a significant detrimental impact on learner's relationship with and trust of college staff, and their sense of safety. These practices tend to be particularly punitive for young people who have experienced developmental trauma or have had adverse childhood experiences (ACEs), and can retrigger trauma that was experienced in the past. Therefore, through this policy we aim to use our best endeavours and make reasonable adjustments for learners with ACE experience. Disciplinary processes are as a last resort and **only** where attempts have been made to **connect, correct and repair** the relationship between the learner and the college.

3.10 The exception to this is where the safety and wellbeing of the learner themselves or other member of the college community are at significant risk of harm and no others options are available or where the incident is so serious and therefore constitutes gross misconduct.

## BEHAVIOUR EXPECTATIONS

3.11 Hopwood Hall College's Positive Behaviour Support Policy is underpinned by the following expectations:

1. **We are responsible**
2. **We are kind and respectful**
3. **We keep each other safe**

3.12 Staff and learners are expected to comply with these expectations as well as the code of conduct for learners and the learner agreement. The code of conduct states that's the college expects high standards of behaviour from all members of the College community.

3.13 Our Code of Conduct aims to encourage an atmosphere of mutual respect, trust and a safe environment for all. Below are examples of behaviours expectations for the college:

### **Learners should:**

- Display ID Card
- Be on time
- Meet deadlines
- Show respect (including online)

### **Learner should not:**

- Wear hats, hoods or caps in classrooms
- Swear or spit or litter
- Behave aggressively

- Eat only in designated areas
- Take responsibility for their learning
- Take care of their own property
- Pay college fees
- Follow college policies
- Use bad or offensive language including online
- Drink alcohol or take drugs or be under the influence of them whilst at college
- Use mobiles in class unless for learning
- Smoke or vape (e-cigs) in undesignated area

3.14 Initial and minor issues of behaviour should be dealt with informally by staff and managers as part of general management of expectation and as part of a learner's personal development. This should be in line with trauma aware principles and be restorative rather than punitive.

3.15 Where required the low level behaviour issue procedure detailed in appendix one can be used.

3.16 Where a learner's behaviour continues to not meet the college expectations, the disciplinary procedure in this policy will be invoked.

**3.17 Serious Behaviour Incidents:** In order to ensure the safety of our college community, there are certain significant behaviour concerns and serious misconduct that will be escalated in line with the disciplinary procedure outlined in Appendix Two.

3.18 Behaviours on site or that impact on college which contravene the law will result in suspension and those committing the acts will be referred to the police. This could result in the learner losing their place at college.

3.19 The possession of an article that may be considered an offensive weapon at college, an activity linked to the college or outside the college, will be deemed as a breach of behavioural expectations. The college will inform the police and follow the guidance under 'When to inform the police.' See the Search and Prohibited Items Policy.

3.20 Any behaviours which are considered contrary to the Counter Terrorism and Security Act 2015 will be referred through the Safeguarding Policy and referred to Channel. Actions may be considered a breach of this policy.

3.21 The College operates a zero-tolerance approach to drugs. The sale, use or possession of alcohol and drugs on the college site or in an activity outside of college will be deemed as a breach of this policy. If members of the college community come onto the college site under the influence of drugs or alcohol then this will also be deemed a breach of the college policy. Any learner who comes into college under the influence will be sent home as their presence on site is unsafe. The College will alert the police in the most serious incidents following guidance outlined in the Safeguarding Policy.

## 4 ROLES AND RESPONSIBILITIES

4.1 Maintaining good behaviour is the responsibility of all learners and staff and the whole college community 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 learners and others.

**4.2 Learners** are expected to take responsibility for their own behaviour and will be made aware of the college's expectations.

**4.3 All staff** have the responsibility for ensuring the policy and procedures are followed and are consistently and fairly applied. The procedures arising from this policy promote the idea of personal responsibility and that every member of the college community has a responsibility towards the whole community. However, staff should recognise that not all behaviour is a matter of choice and that reasonable adjustments must be made for all learners who are vulnerable.

**4.4 All staff** should recognise and reward positive behaviours and celebrate learners when they show improvements in their attitudes and behaviours in and out of college. Staff should be aware of and practice the trauma informed principles and model positive behaviours.

**4.5 All teaching, curriculum and front-line staff** have the responsibility to promote positive behaviour in their classrooms and in teaching sessions. They will also recognise and reward positive behaviour through college reward systems.

**4.6 Progress Tutors** through the PACE tutorial programme and 1:1 progress reviews will encourage learners to follow the policy and acknowledge and show praise for positive behaviour. Any behaviour concerns should be recorded on the learners ILP. Any concerns for vulnerable learners should be shared with the Safeguarding and Welfare Team and / or Learning Support team.

**4.7** The role of the **Safeguarding and Wellbeing Team** is to support learners to show positive behaviour in and out of college. Their role is to provide dedicated support and help for all learners to ensure they feel safe in college. The Safeguarding and Wellbeing Team will also support, listen and mentor vulnerable learners and with colleagues within the team to put in place supportive interventions. The team will also work with outside agencies if relevant and make referrals where needed.

**4.8** The **Safeguarding and Welfare Manager**, together with the **Behaviour Lead** are responsible for the implementation of the policy and have day-to-day responsibility for the management of the Positive Behaviour Support Policy. They will ensure the policy is consistently and fairly applied, that a trauma informed approach is taken to not meeting behavioural expectations. They also ensure that managers and SLT receive termly updates on behaviour and any disciplinary actions.

**4.9** The **Programme Managers and Centre Directors** have overall responsibility for learners in their departments and are responsible for ensuring College messages are effectively communicated and where required, the disciplinary procedure is followed. They are also responsible for ensuring due regard and care for learners, supporting students through the use of trauma informed principles and supporting staff and learners to achieve a positive outcome.

**4.10** The **Programme Managers and Centre Directors** have the ability, where required, to suspend a learner and initiate the disciplinary procedure. Any incidents must be reported and recorded on the central college incident reporting form by staff

prior to formal disciplinary action being initiated. The Behaviour Lead and Safeguarding and Welfare Manager will advise Centre Directors and Programme Managers so that a consistent approach to managing behaviour is followed throughout the college.

4.11 The role of the **Senior Leadership Team** is to ensure that appropriate training is provided for staff and that the training is in line with the ethos of this trauma informed approach. SLT will chair the disciplinary panels and ensure appropriate support, nurturing and action is taken with the learner including signposting to the Safeguarding and Welfare Team for support. The SLT lead for behaviour is **Executive Director, Business and Student Support**.

4.12 The **Principal and CEO** has overall responsibility for ensuring a safe working and learning environment and that the principles of the policy are adhered to.

4.13 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.

1.14 Work with external agencies and parents/carers should support the college policy and reinforce the college positive behaviour expectations

## 5 PROCEDURE

### 5.1 INTERVENTIONS AND CONSEQUENCES

The college aims to provide choices for learners so that they are supported to display positive attitudes and behaviours in college. However, we recognise that there are occasions where a learner's behaviour falls short of these expectations and will need progressing through the behaviour policy with actions and consequences to remedy this.

5.2 It is a college expectation that incidents of behaviour that do not meet college expectations are recorded on the learners ILP with details of what support strategies the staff member has used to encourage positive behaviour and what action has been taken to repair and reconnect with the learner. Details should only be recorded where action is being taken. Staff should be mindful of using limiting or negative language to describe a learner and understand that confronting the learner in the moment is not appropriate as this can 'shame' the learner and often escalates the situation.

5.3 Support should be made available to learners at all times. Any staff member can refer the learners to the Safeguarding and Wellbeing team. The role of the team is to provide help and support for the learner and assist with possible strategies to encourage positive behaviour. The team will also support staff to consider the impact of ACEs or other vulnerabilities that maybe a factor in the presentation of behaviour.

**5.4 Interventions** - There are three different types of interventions the College will use to deal with instances of poor behaviour in the college. These are:

- Restorative Practices and Support (via the Safeguarding and Wellbeing Team)
- Informal Intervention
- Formal Intervention (including potential Gross Misconduct)

5.5 Low level behavioural concerns must be recorded on ProMonitor by staff. All



other instances of unacceptable behaviour, failure to meet the standard of the code of conduct or disciplinary matters need to be recorded on the central college incident reporting form as well as noted on ProMonitor. These should be sent to [incident@hopwood.ac.uk](mailto:incident@hopwood.ac.uk) so that actions can be put in place to resolve the matter of concerns and escalate action if required.

5.6 Consequences of not meeting expected standard of behaviour could include (but not limited to):

- A referral to the Behaviour Support Team for additional support
- A referral to the Learning Support Team if the behaviour is allied to an identified learning / inclusion need
- A removal of a privilege e.g. enrichment or social activity
- Restorative practices
- College community payback and/or financial payback
- The learner being sent home for the day
- A suspension if the behaviour is of significant concerns and the welfare of themselves or others are at risk
- Referral to external agencies
- A formal outcome such as a verbal, written or final written warning which could also include a behaviour agreement and referral to the Behaviour Support team.
- Where the behaviour is significant and constitutes gross misconduct, the learner maybe suspended pending college disciplinary action, case conference meeting, early EHCP review, police action or intervention from an external agency (multi-agency meeting)

**5.7 Restorative Practice:** Where possible the college aims to de-escalate situations and resolve conflicts so that learners can learn. Restorative approaches can be effectively used to involve a range of people to form part of a restorative discussion or mediation so the relationship between individuals can be repaired and restored.

5.8 The principles of this approach are to:

- Ensure staff model appropriate behaviours for learners
- Focus on the conversation with the learner to understand and acknowledge their behaviours
- Ensure that the learner accept responsibility for their behaviour so they can move on and break the cycle of repeating behaviour and resenting those involved

**5.9 Suspensions** - Suspensions for learners should only be used in exceptional circumstances and as a last resort e.g. where the learner or others are at risk of harm. All other practices to avoid a suspension should be used first e.g. speaking to their trusted adult or their Pastoral Welfare Officer / Behaviour Support Officer, removing them from a risk, asking parents or carers to pick up the learner, sending learners home for the day. Parents/carers must be notified prior to the student being sent home from college if they are under 18 years old or a vulnerable adult / inclusion need.

5.10 Following any incident that leads to some form of suspension which results in the learner returning back to college, the learner will be provided with the opportunity to repair and rebuild the trust and relationship with any other people involved in the original incident.

5.11 The Behaviour Support Officer(s) or a member of the Safeguarding and

Wellbeing team will attempt to hold a reintegration meeting as a form of restorative and reparative approach in order to help both the victim(s) and perpetrator(s) involved to move forward positively. A record of this meeting and any actions should be recorded on the learners ILP.

**5.12 Informal Interventions** – The college supports the principle of early interventions in the management of behaviour. This is to ensure there is positive dialogue and support for learners and get them back on track in college. Minor breaches of expectations should be dealt with informally by staff as part of their general management of learners and personal development.

5.13 Examples of appropriate interventions at this stage include modelling expected behaviours, restating expectations, positive corrective feedback, use of non-verbal signals and feedback, reminder of rules and expectations, distraction or diversion, use of praise for desired behaviours, use of options and choice for behaviour.

5.14 Staff at all points should describe the behaviour and not the person as this could reinforce negative past experiences and shame. Staff should treat learners with dignity and respect and in line with college values and professional guidelines.

**5.15 Formal Interventions and Disciplinary Action** – Where a learner's behaviour continues to fail to meet the college expectations of behaviour, formal intervention including the disciplinary procedure will be involved. More details on this are provided in the procedure in Appendix Two of this policy.

## LEARNERS WITH ADDITIONAL SUPPORT NEEDS

5.16 The expectation for standards of behaviour to be adhered to is the same for all students; however the college recognises that there may be some instances where learners with Inclusion needs (SEND), Education, Health and Care Plans (EHCPs) learning support needs and mental health require additional consideration on a case by case basis (such as those learners with learning difficulties or disabilities; literacy difficulties; vulnerable young people or adults and those learners with mental ill health).

5.17 All staff must be conscious of the needs of learners who may have SEND or additional learning or communication needs which could have an impact on them either following college behavioural expectation or being disadvantaged by a process which relies on written communication and formal interviews. Support needs and considerations will be detailed on ProMonitor which should be used to inform appropriate communication and reasonable adjustments.

5.18 Staff must consider the individual needs of learners and adapt the processes, with advice from the Learning Support Manager, in order to ensure that they are treated fairly and equitably.

5.19 Adaptations and adjustments may include:

- Reasonable adjustments are made as soon as possible and before poor behaviour escalates;
- Referral to the Behaviour Support or Pastoral Welfare Officers
- Ensure the Learning Support team are informed to support with any strategies that could resolve or support positive behaviour

- Adapting the language in any written communication including alternative formats or languages;
- Providing additional advice to ensure that the learner understands every stage of the process;
- Providing interpretation services at any meetings, interviews or hearings;
- Providing support staff to accompany students at meetings;
- Case conference meetings or learner meetings rather than formal disciplinary panels;
- Early Reviews or professionals meeting in the case of learners with EHCPs
- In deciding what disciplinary action to take, consider the learners ability to understand the College code of conduct and the degree to which the learner has been supported to understand and follow it. This may be particularly relevant for learners with inclusion needs.

## STUDENTS WITH HIGH RISK CONCERNS

5.20 High risk concerns for learners enrolled at college could include police action or investigation, bail conditions, criminal conviction, violent conduct, involvement with adult safeguarding, sexual harmful behaviours, LADO/ DBS or fitness to study. Where a learner's behaviour poses a risk to other learners or staff, consideration should be given to ensure a safe college community for all. A meeting with professionals, risk assessment or risk management plan could be required and all information shared with the Safeguarding and Welfare Manager and SLT for decision. This includes risks for learners with SEND or care plans where supportive actions and safety plans will need to be considered.

5.21 The Principal or a member of the Senior Leadership Team reserves the right to suspend or take immediate action to remove the learner from college, including automatic exclusion for the most serious issues and concerns.

## 6. MONITORING AND EVALUATION

6.1 All types of behaviours where there is a deviation on expectations of acceptable behaviour will be recorded on ProMonitor and an incident reporting form submitted if required.

6.2 All actions and incidents must also be recorded on ProMonitor by the staff member who had encountered the breach of acceptable behaviour standard.

6.3 The Behaviour Lead and Safeguarding and Welfare Manager will maintain a central record of all behaviour concerns, incidents, formal disciplinary action, outcomes and appeals that have been taken.

6.4 The Safeguarding and Welfare Manager will report to SLT on a termly basis and, the Equality, Diversity and Inclusion Steering Group and Corporation, by providing a summary of behaviour concerns and any behaviour disciplinary action taken, indicating any significant trends (e.g. by campus, curriculum area, degree of action taken, equality issues, etc).

6.5 The policy will be distributed to staff on Netconsent and the staff Hub. The policy will also be available for students on their virtual learning platform and the student welcome handbook.

## DOCUMENTS ASSOCIATED WITH THIS POLICY

- Behaviour Support Procedure
- Code of Conduct
- Prohibited Items Policy
- Bullying & Harassment Policy
- Equality, Diversity & Inclusion Policy
- ICT Acceptable Use Policy
- Safeguarding & Child Protection Policy
- Inclusion Policy
- E-safety Policy

## APPENDICES

### APPENDIX ONE: LOW LEVEL BEHAVIOUR ISSUE PROCEDURE

1.1 This procedure applies to all full time students irrespective of age. It does not cover part time adult provision, HE level courses and apprentices. For these learners, the Behaviour Disciplinary Policy will be followed and for Apprentices this will be in liaison with their Employer.

1.2 If a student is demonstrating unacceptable low level behaviour then a member of staff should address this behaviour using our trauma informed approach. **If following the conversation the student modifies or corrects their behaviour then the incident has ended and there is no need to issue a behaviour mark and record this on the student's ILP.**

1.3 If, after providing the choice to the student, they refuse to modify their behaviour then the member of staff should inform the student they will be issued with a **behaviour mark (negative)**.

**1.4 Identifying Underlying Causes:** It is important at this stage to try and establish any underlying cause of the student's problems with academic performance, and which may influence action taken now and in the future. These **may** include:

- Problems at home/outside College;
- Difficulty with understanding work being set or feelings of failure;
- Previous ACEs (Adverse Childhood Experiences);
- Problems with peers e.g. bullying, harassment, ongoing incidents;
- Hidden disabilities e.g. Attention Deficit Hyperactivity Disorder; mental health problems, dyslexia;
- Drug/alcohol problems;
- This may also require referral for safeguarding and the learner should be included as a learner 'at risk' and monitored accordingly.

1.5 If a student is demonstrating outstanding positive behaviour then this can also be recognised through the behaviour mark system. A member of staff should acknowledge this positive behaviour and inform the student they will be issued with a **behaviour mark (positive)**

1.6 If a member of staff chooses to issue a **behaviour mark (positive)** then it is important this is recorded on Promonitor. The member of staff at the earliest opportunity should, using Promonitor, search for the student. Once they have opened the student's ILP add a new comment and select as the comment type "**behaviour mark (positive)**". In the note text box add a brief description of the reason for issuing the behaviour mark and save the comment.

1.7 Reasons for adding a **behaviour mark (positive)** include:

- Strong performance in a work experience or industrial placement supported by an employer's recommendation.
- Students undertaking competition work (GM, UK or industry specific)
- Students who support other students to improve their academic and vocational performance at college.
- Exhibiting exemplary behaviour in class, around college or in the community.
- High academic performance, achieving grades in excess of their minimum expected grades.

1.8 If a member of staff chooses to issue a **behaviour mark (negative)** then it is important this is recorded on Promonitor. If it is not recorded then no follow-up action can take place. The member of staff at the earliest opportunity should, using Promonitor, search for the student and add a new comment selecting the comment type "**behaviour mark (negative)**". In the note text box add a brief description of the reason for issuing the behaviour mark and save the comment.

1.9 The member of staff may need to identify the student before they can record the matter on Promonitor. Staff should request to see their student card. If they refuse then inform the student that this will be dealt with as a serious incident and provide the student with a further opportunity to show their student card. If they again refuse then the student is to be informed that this is considered as a serious incident. The staff member should leave the student and complete an incident form including details of the encounter, the time, date and location of the incident. Security will then look to identify the student and appropriate action will be taken in line with this policy.

1.10 This system is for low level behaviour issues only. Serious incidents including for example aggressive behaviour, drinking or being under the influence of alcohol on college premises, bringing drugs to college, using drugs on college premises etc. should be recorded using a college incident form and **NOT** recording as a behaviour mark.

1.11 Reasons for adding a behaviour mark include:

- Not visibly displaying ID Card
- Being persistently late to classes (behaviour mark for 5 late arrivals)
- Not meeting deadlines for the submission of college assessments (3 late submissions)
- Not treating all members of the college community with care and respect

- Arriving at class without the necessary equipment
- Not wearing the correct college uniform and/or PPE (Personal Protective Equipment)
- Refusing to engage and participate in classroom learning
- Treating college facilities without care and respect
- Failing to follow college policies and procedures
- Failing to engage with support
- Forgetting to bring to college student ID card 3 times
- Wearing hats, hoods or caps unless for religious reasons in any classroom/workshop
- Being on college premises but not attending timetabled classes
- Swearing or spitting
- Eating food in a classroom
- Dropping litter
- Use of bad or offensive language including online towards any member of the college community
- Using a mobile phone in class unless for learning
- Smoking outside of designated areas
- Vaping inside a college building
- Tailgating at security barriers

1.12 If a student accumulates 5 late marks then a behaviour mark (negative) should be issued. The number of late marks for a learner can be viewed using the behaviour management report in Promionitor. It is the **Progress Tutors'** responsibility to issue the behaviour mark (negative).

1.13 To do this the Progress Tutor should follow the same procedure as they would for a behaviour mark negative but add a reason. Once the new comment is created, selected as the type "behaviour mark (negative)" the reason "attendance/punctuality" added, the comment should be saved.

1.14 This process should be repeated if a learner reaches 10 late marks and again at 15 etc.

1.15 If a student accumulates 3 student stickers then a behaviour mark (negative) should be issued. The number of stickers issued for a learner can be viewed using the behaviour management report in promionitor. It is the **Progress Tutors** responsibility to issue the behaviour mark (negative).

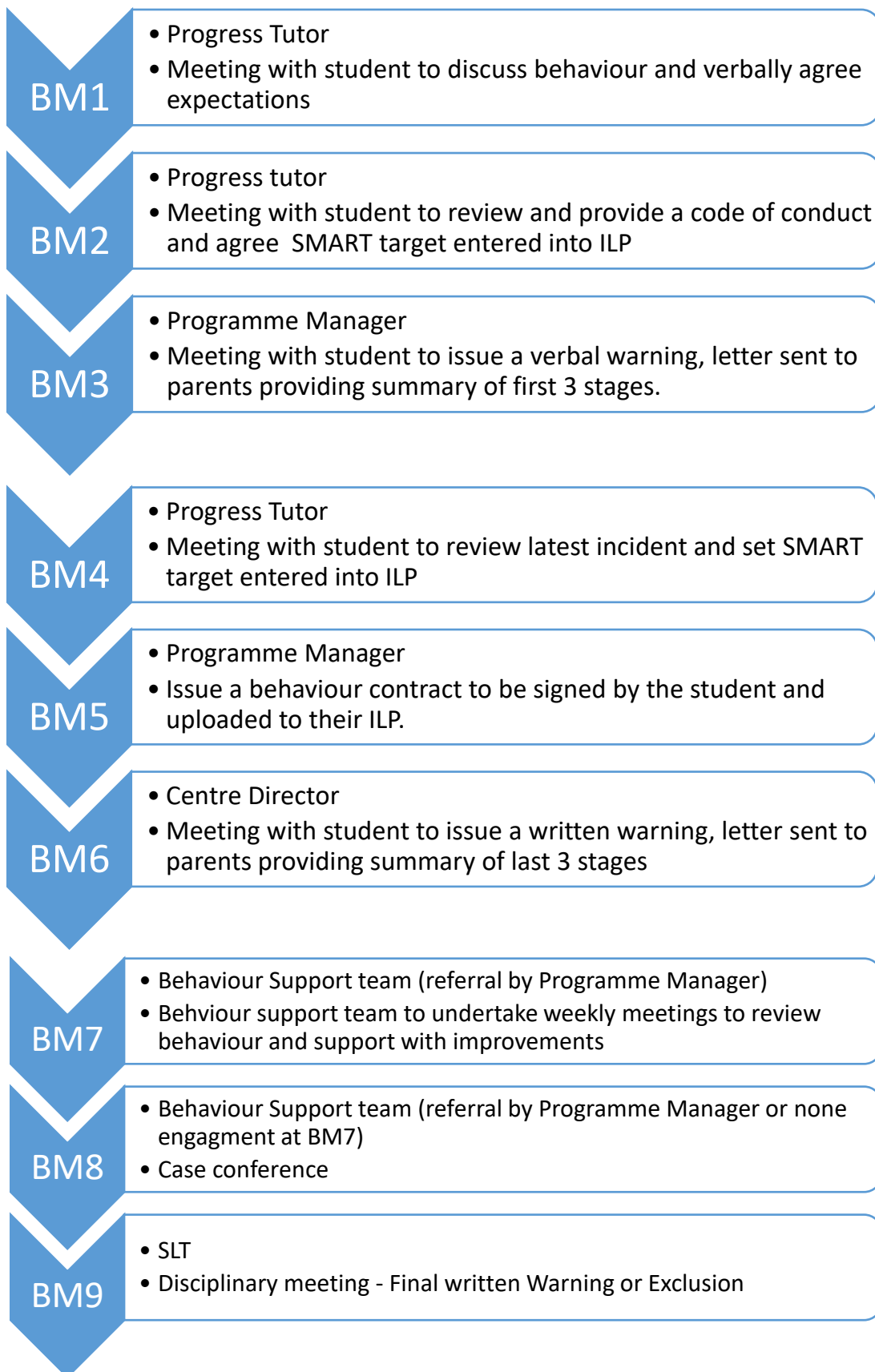
1.16 To do this the Progress Tutor should follow the same procedure as they would for a behaviour mark negative but add a reason. Once the new comment is created, selected as the type "behaviour mark (negative)" and the reason "Not brought card to college" is added, the comment should be saved.

1.17 This process should be repeated if a learner reaches 6 stickers and again at 9 etc.

1.18 Once the member of staff has recorded the low level behaviour incident on the ILP it is the responsibility of the departmental **Programme Manager** to ensure this is followed-up with the appropriate action. Listed below are the actions that should be taken after each behaviour mark is issued.



Diagram 1



1.19 Each action in the above process has a specific named meeting on Promonitor. The identified member of staff\* (Diagram 1) should complete the action and record this on Promonitor as a **meeting**. The member of staff would add a new meeting, selecting as the meeting category “**Disciplinary**”. Then they should select the appropriate meeting type for example **Stage 1 Progress Tutor review behaviour, or Stage 2 Progress Tutor review & SMART target etc.**

1.20 A report is available that enables Programme Managers to monitor behaviour marks within their department. The report can be accessed in Promonitor. Open Promonitor and select from the menu reports. In the reports list select behaviour management and view the report.

1.21 The report has specific columns for behaviour marks (it counts the number of behaviour mark comments and puts a number in the column) and one for meetings (it will put in the very latest meeting name only e.g. **Stage 1 Progress Tutor review behaviour**). This allows a Programme Manager to check that actions are up to date e.g. if they have 3 marks and the meeting is **Stage 2 Progress tutor review & SMART target etc.** then it is clear a verbal warning needs to be completed.

\*At stage 1 where a student is identified on the behaviour management report as either a looked after or safeguarded child then the first meeting will be completed by the relevant PWO or DSO. All subsequent meetings will follow exactly the process with each stage undertaken by the person identified outlined in diagram one.

## APPENDIX TWO: BEHAVIOUR DISCIPLINARY PROCEDURE

*This part of the policy outlines the procedure for responding to learners whose behaviour persistently does not meet the expectations of the college and how the procedure for escalation of behaviour and misconduct considered to be serious through the college behaviour disciplinary procedure.*

### DEFINITIONS

2.1 Misconduct is defined as unacceptable behaviour that adversely affects teaching and learning, college activities or the rights and property of other members of the College and the wider community. This is not to be confused with the Low-Level Behaviour Issue procedure as outlined in Appendix One.

2.2 A breach of acceptable behaviour is defined, as that which is **likely to put at risk the learner’s chances of successfully completing his or her programme of study and that adversely affects teaching and learning, recreational activities, or the rights of other members of the College and its community.**

- Allowing non-college members onto the site
- Not following expectations outlined in the learner agreement
- Behaviour that is not socially acceptable e.g. vandalism, graffiti, inappropriate social media posts targeting staff or students, cyberbullying, taking videos or images without consent and other social unacceptable behaviours

- Intentionally not following safety guidelines
- Not complying with the Zero Tolerance on drugs and substance misuse
- Inappropriate clothing including those bearing, logos, slogans and images which are considered to be against college values and code of conduct
- Not meeting the conditions of any behaviour agreements and conditions from previous instructions from college managers

**2.3 Gross misconduct** refers to the most serious breaches of acceptable behaviour. Any particularly serious cases of misconduct may be treated by the College as gross misconduct and may require the immediate suspension of the student and includes the following (this is not intended to be an exhaustive list):

- Behaviours that contravene the law will result in a suspension until those committing the action and the appropriate authorities are informed as necessary.
- Use of violent or threatening behaviour (including the carrying of weapons both real and imitation and whether or not they have been used or their use has been threatened)
- Sale, use or possession of illegal substances or being under the influence of drugs or alcohol. This includes solvents and any other potentially intoxicating materials whether obtained legally or otherwise, which are not required for learning and can / does cause another harm (*Refer to Search and Prohibited Items Policy for more detailed guidance*)
- Possession of any item considered to be an offensive weapon. This can include firearms, knives, other bladed instruments or items with sharp points, and any other items considered to have been carried for purposes of violent or threatening activity.
- Use of language or behaviour which is or may be considered offensive or discriminatory under the terms of the Equality Act 2010 (see Equality, Diversity & Inclusion Policy)
- Harassment, bullying and cyberbullying (physical or verbal, including by electronic means e.g. text messages, email, social networking sites, taking or distributing photos/videos without the subject's permission. (*Refer to Bullying and Harassment Policy and Procedure for more detailed guidance*))
- Sexual Harassment / Sexual Harmful Behaviours / Child on Child Abuse
- Vandalism, on or off College premises
- Theft
- Possession of fireworks or other explosive or flammable materials
- Use of Illegal/offensive websites or a breach of the ICT Acceptable Use Policy
- Evidence of extremism as advised by the police and CTPNW
- Cheating in examinations and/or plagiarism
- The use of motor vehicles, including motorcycles and scooters, on the College site in a manner which presents risk of harm to others
- Misrepresentation of others including making malicious or harmful allegations against others (e.g. staff members)
- Any criminal activity which has brought or may, in the opinion of the Senior Leadership Team bring the College into disrepute (*irrespective of whether it takes place on College property or in College time*)

## DISCIPLINARY PROCEDURE

2.4 All instances of poor behaviour should include a restorative element or skills development as well as a punitive element if required. The focus should be to allow the learner to understand how and why their behaviour or conduct fall short of the college expectation and provide an opportunity to repair and rebuild relationships at college (with staff and students). The Behaviour Support Officers can support Programme Managers with this process.

2.5 Instances of poor behaviour should be recorded on an incident form as well as on the learners ILP. Incident forms must be sent to the [incident@hopwood.ac.uk](mailto:incident@hopwood.ac.uk) inbox so that the investigation process is centrally managed.

**2.6 Stage 1 – Formal Verbal Warning:** an accumulation of behaviour (depending on the frequency and severity – in line with the Low-Level behaviour Issue Procedure in Appendix One) or incident (reporting on an incident form) may lead to the learner receiving a Formal Verbal Warning (Stage 1) from the Programme Manager or Centre Director. When the Warning has been issued, the Programme Manager should notify the parent/carer and record this on the learners ILP.

**2.7 Stage 2 - Formal Written Warning:** where behaviour is regarded as more serious in nature, or the learner has already received a formal verbal warning for behaviour, the learners will be invited to attend a disciplinary meeting with the Programme Manager or Centre Director. An incident form must be submitted and the behaviour investigated with statements and evidence collected. A record of the meeting and the outcome must be recorded on the learners ILP and parents informed. Reasonable adjustments and support must be considered for SEND and vulnerable learners. Should a written warning be issued, this should be communicated in a telephone call and a letter home along with the behaviour agreement if required. The letter must be uploaded on the learner's ILP. Other than in exceptional circumstances, further cases of poor behaviour will result in the escalation to the next stage: Senior Leadership Disciplinary Hearing.

**2.8 Suspension Pending Hearing** – a learner may be immediately suspended pending a SLT disciplinary hearing by either the Programme Manager or Centre Director. In exceptional circumstances, a Designated Lead Safeguarding Officer or Manager may suspend where there is reason to believe that the learner has committed an act of Gross Misconduct.

2.9 Any such suspension will be confirmed in writing within two days of its occurrence and the learner will be invited to attend a SLT Disciplinary hearing. Where appropriate a letter should be sent to the parents/guardian if the student is aged under eighteen years or Inclusion need, and followed up with a phone call. In preparation for the hearing, all necessary information should be gathered including any relating to safeguarding.

2.10 For learners with an EHCP, the Learning Support Manager will inform the home Local Authority of the suspension and what actions will follow. The Learning Support Manager will communicate any further updates and action resulting from the suspension including the final outcome.

**2.11 Stage 3 – Senior Leadership Disciplinary Hearing:** Final Written Warning / Exclusion (permanent or fixed term). In cases where there is an alleged incident of gross misconduct (see above), or where a learner has been escalated from Stage 2 with no improvements in their behaviour or conduct, the Programme Manager or Centre Director will instigate Stage 3 of the process by informing the Behaviour Lead and Safeguarding and Wellbeing Manager. They will oversee the case and confirm the SLT hearing will take place.

2.12 The Behaviour Lead will instigate the gathering of all information, statements and evidence (including CCTV) and complete the investigation report. The Programme Manager or Centre Director will approve this and include their recommendation for the SLT hearing.

2.13 The learner should normally be given at least five working days' written notice of the hearing. In the case of learners under eighteen, a letter will also be sent home separately. A follow up telephone call by a member of the Student College Services (SCS) Team to ascertain receipt of the invitation.

2.14 SCS will set up the SLT Disciplinary hearing which will include: the SLT Chair, an Independent Manager, the learners and their parent / responsible adult and a Behaviour Support Officer to provide support for any restorative interventions resulting from the hearing.

2.15 It is the Chair's responsibility to ensure that the full rationale and outcome is recorded. This should be shared with the Behaviour lead to be recorded on the learners ILP.

**2.16 SLT Disciplinary Hearing:** The learner is entitled to be accompanied by a friend or relative, but not by a legal or other professional adviser unless by prior agreement with the College. If a learner is under eighteen years of age or a vulnerable adult / inclusion need, wherever practicable a parent or guardian will be invited to attend the hearing to provide support. In the event that the learner under eighteen years of age is unaccompanied, support can be provided by the Behaviour Support Officer or Pastoral Welfare Team.

2.17 Where a learner 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.

2.18 The SLT Chair will make a formal record of the meeting and use this for any appeal hearings or subsequent communication regarding the hearing.

2.19 If the learner does not attend the hearing and there are no reasonable grounds notified for their absence, the Chair may proceed to deal with the allegations, and, if necessary, impose the necessary sanctions. The absence of the learner and the grounds for continuing the hearing must be formally minuted. The Behaviour Support Officer or representative will attend the meeting and will highlight any special consideration points relating to the learner's special educational needs or education, health and care plan or vulnerabilities.

2.20 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 learner and their parent/carer. The letter will include advice of any changes of behaviour required, compliance with which is a condition of continuing without further escalation of their disciplinary sanction. This should be shared with the Behaviour lead to be recorded on the learners ILP.

2.21 Where a Final Written Warning has been given, continuation of the behaviour may result in referral to the SLT Chair which can take place without the need for a further SLT Disciplinary hearing. This should be recorded on the ILP.

**2.22 Confidentiality:** If the learner has any relevant confidential information, this will be shared with the SLT Chair confidentially to consider. This information will be provided by the DSO and the information managed in accordance with the Safeguarding and Child Protection Policy.

2.23 Subject to sections in this document regarding informing parents of learners under eighteen years of age or the financial sponsor of any learner, all proceedings and related documents of stages 1, 2 and 3 (Formal Verbal or Written Warning or Exclusion) shall be confidential and used only for the purposes of the Disciplinary Procedure.

**2.24 Confirmation of Exclusion (fixed term or permanent):** The SLT Chair must ensure that the communication of an exclusion has been made to the learners, parent or carer within two working days of the SLT disciplinary hearing. The decision and rationale to exclude must be communicated to other members of the SLT, the Behaviour Lead and Safeguarding and Wellbeing Manager, Programme Manager and Centre Director, independent manager and the Behaviour Support. The Learning Support Manager will also have the outcome of the decision for learners with SEND and EHCP so that this can be shared with agencies and the local Authority. The Chair should record the outcome on the learners ILP.

**2.25 Stage 4 – Appeal Against Exclusion:** The learner will have a right of appeal to the Principal against any recommendation for exclusion. Notice of appeal must be lodged with [administation@hopwood.ac.uk](mailto:administation@hopwood.ac.uk) within five working days of the recommendation for exclusion and must give the grounds and brief particulars of the appeal. The Appeal will be heard by the Principal or other SLT Staff (not involved previously with the hearing) as necessary.

2.26 Following a Decision to Exclude, should a learner seek to re-enrol in future, their excluded status will be clearly visible on the EBS screen to the enrolment admin. This must be referred to the Behaviour Lead and Safeguarding and Wellbeing Manager for consideration and decision. The Safeguarding and Wellbeing Manager will consult with other managers or SLT where required.

**2.27 Variations and Amendments to this Procedure:** In exceptional circumstances and in cases of significant gross misconduct or criminal behaviour, it may be desirable and in the interests of fairness, the College's duty of care and student safety to make variations to either Stage 3 or 4 of the process (e.g. variation in timescales). Such variations must only be made by or with the agreement of the Senior Leadership Team and the Safeguarding and Wellbeing Manager. The SLT member or Safeguarding and Wellbeing Manager will be responsible for informing the learner or their representative of the variation in advance and the decision made.



**2.28 Recording Outcomes:** A record of the outcome of SLT hearing and appeals will be recorded with the college against the incident management database. Additionally, information will also include the following:

- An update of the outcomes recorded on the learners ILP. Sensitive information should be recorded as a confidential comment.
- A note on the EBS record (alert)
- The Behaviour Lead will inform all relevant staff and ensure badges are deactivated and Student Safety Officers are made aware.
- Staff that should be alerted include: Programme Manager, Centre Director, Pastoral Welfare Officer, Behaviour Support Officer, Student Safety Team, Safeguarding Team, Learning Support Manager, Senior Retention and Improvement Officer and Student College Services Manager.
- The Programme Manager or Centre Director will process the withdrawal against all learning aims
- SCS will ensure the learners ID badge is deactivated
- The Behaviour Support Officer should contact the victim(s) and record that the incident has been resolved.
- The Behaviour Support Officer and Behaviour Lead should ensure that all records and documents are recorded as per procedure.

## CASE CONFERENCE / EARLY REVIEW

2.29 Where previous support interventions, reprimands or behavioural agreement have failed to improve behaviour, a Centre Director, Programme Manager with the advice from the Safeguarding and Wellbeing Manager can call a Case Conference meeting with all relevant parties. This could include the Centre Director (Chair), Behaviour Support Officer, Behaviour Lead and Safeguarding and Wellbeing Manager, Learning Support (if required), the learner, parents / legal guardian (if the learner is aged under 18 years or a vulnerable adult) and any other appropriate professional. In the case of EHCP learners a case conference could take the format of an Early review.

2.30 The Case Conference meeting or Early Review will agree **SMART targets** with the learner to enable improvement and provide close monitoring arrangements to support the learner to achieve the targets. The case conference may also refer to other college support or to external agencies as appropriate and attendance/actions with these agencies should also be included within the SMART targets set with the student.

2.31 The outcome of a Case Conference will be confirmed by letter by the Centre Director or Programme Manager within two working days (if under 18, copy letter to be sent to parent/carer and employer, if employer sponsored).

2.32 A case conference will be **formally recorded** and a record will be uploaded on to the learners ILP.

## APPENDIX THREE: RESOURCES AND STRATEGIES

### What I look like in Flight:

- Hot and bothered

- Angry and aggressive
- Controlling
- Lie or blaming
- Shouty and argumentative
- Pushing away friends
- Demanding
- Inflexible

**You can help me feel safe with the following:**

- Give me role
- Support me socially
- Match my energy
- Make things predictable
- Deep breathing
- Connect and show empathy before exploring the consequences of my behaviour.

## GOOD CLASSROOM PRACTICE

KEY POINT	SEEK CONNECTION BEFORE CORRECTION
STEP	ACTION
1	<b>Connect with feelings</b> <i>“You seem annoyed/distracted/tired etc”</i>
2	<b>Verbal Reminder</b> <i>“Please be respectful/be responsible/ be safe. I need you to do ...”</i>
3	<b>Verbal Reprimand</b> <i>“That is not acceptable. You have been asked to be respectful/ responsible/ safe. You need to...”</i>
4	<b>Attachment informed classroom management strategies used:</b> e.g. moved within the classroom (seats), use of choices, use of the word ‘we’ not ‘you’.
5	<b>Spoken to outside the classroom or after the lesson. De-escalation conversation.</b> <i>“I’d like you to learn during this lesson, however, your actions are preventing you from doing that and are disrupting myself and others. Please come back into the class and work in a respectful and responsible manner.”</i>
6	<b>Consequence: Making progress tutor and programme manager aware</b> Restorative conversation to take place. Behaviour Support Officer and Pastoral Welfare Team to offer support and help to curriculum teams. Record of intervention record on Promonitor
7	<b>Consequence: Reporting incident</b> Persistent poor behaviour or a series incident to be reported on CPOMs (or incident form). Sent to the Pastoral Welfare Team to allocate resources and investigation.

**\*\* If there is an emergency or risk of harm, any member of the college community can contact a member of the Student Safety Team\*\***

**Emergency Call to Student Safety Officer – SSOs**  
(for serious incidents only)

An Emergency Call during lessons / college time should only be used when:

- A serious behaviour incident where you are worried about the safety of yourself or the learner has taken place **and** you need immediate assistance
- A learner is persistently refusing to follow all other actions in the classroom management guidelines and this is seriously affecting the learning of other learners.

NOTE: Emergency Call is for serious incidents and emergencies only. It should not be used for general low-level behaviour that should be managed using appropriate behaviour management strategies. This is to ensure that the Student Safety Officers can respond quickly to the right emergencies. The SSOs are not responsible for any consequence that might be imposed or any necessary follow up.

When the Emergency Call system has been used and this has resulted in a learner being removed from the lesson, the next steps are:

- The incident will be recorded on Promonitor by the tutor including what actions they took to deescalate the situation.
- It is the responsibility of the tutor to try and resolve the incident before their next lesson by having a conversation with the learner at the very least (repair).
- If a learner is removed from a lesson then the tutor must complete an incident form and submit it to the [incident@hopwood.ac.uk](mailto:incident@hopwood.ac.uk). **The Programme Manager will action this and the interventions could include but are not limited to; meeting with the learner, contact with parents or carer, removal from activities, change of timetable, referral to the Pastoral Welfare Officer or Behaviour Support Officer.**

#### **Student Safety Team Contact Details:**

Telephone Extensions

- Middleton: directory SSO Middleton - 6942
- Rochdale: directory SSO Rochdale - 3802, 1111 (Podium)

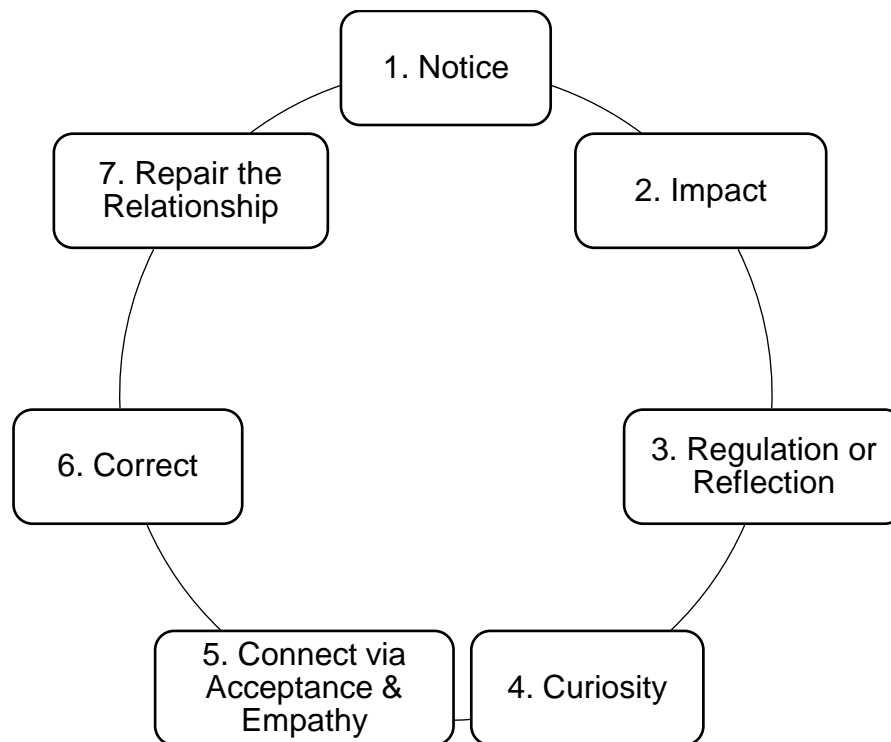
Radio: Channel 1

Mobiles:

- 07850 323 649 (Middleton)
- 075393 73944 (Middleton)
- 07766 071599 (Rochdale)

SSOs are on site from 8.30am and work till 9pm when evening classes take place.

## APPENDIX FOUR: Connect & Correct Repair Cycle (Kim Golding)



### 1. NOTICE

- What is happening?
- Do I need to step in?
- What immediate steps do I need to take to ensure everyone's safety?

### 2. IMPACT

- What impact is it having on me?
- Am I regulated; can I stay open, calm and engaged?
- Do I need a break or can I get myself to being open and engaged

### 3. REGULATION OR REFLECTION?

- What part of the person's brain is activated?
- Is the learner functioning from their threat system (not in control of the behaviour) or their drive system (intentional)?
- Do I need to connect with the emotional brain first (A&E) or use understand why they are driven in that way (C)?

### 4. CURIOSITY

- Wonder what is happening, reflect with or on behalf of the learner about their emotional experience that has led to this behaviour?

### 5. CONNECT VIA ACCEPTANCE & EMPATHY

- Think about how you can help the young person to know that you get it; connect with them about their experiences and feelings.
- Use PACE to help connect and move on (see appendix 4)
- Use acceptance and empathy to help regulate and reduce the child's arousal levels.

For example; "I get frustrated about things like that too." "That must be hard."

**6. CORRECT**

Once the learner has calmed down and therefore their emotional and logical brain are reintegrated, talk and reflect.

Discuss the behaviour and if necessary, provide a logical, non-blaming and non-shaming consequence.

**7. REPAIR THE RELATIONSHIP**

Do I need to repair the relationship?

Repairing situations and giving a narrative, finishes the story and helps young people make sense of what happened in a non-threatening way.

## APPENDIX FIVE: PACE- AN ATTITUDE TO TAKE PLAYFULNESS, ACCEPTANCE, CURIOSITY, EMPATHY

### **Playfulness**

As human beings we enjoy being around people who we laugh with, and who we have fun with, this 'playfulness', is what helps us develop connected relationships. A playful attitude is crucial and can be a key factor in recovery, particularly for children who have might not have enjoyable interactions with others or have given up on the idea of having good times with others. A Playful attitude can be injected frequently in small amounts and should be unconditional. Throughout the day you can catch the child getting it right and inject a playful comment into your interactions. In highly charged situations, it can be a useful way of deescalating stress, though do use with care as it may not always be appropriate to be playful.

### **Acceptance**

Acceptance of difficult thoughts, feelings of behaviours a child or young person has can be challenging. However, being able to have your thoughts and feelings accepted and listened to by taking a 'curious' stance, can help us understand what the child and young person are experiencing. This includes the behavioural choices the child makes. Remember, the problem behaviour is often the child's solution or only known strategy to feel safe or avoid shame remembering this can help us accept that they are communicating something very important in the behaviour they show us. Instead of blaming language e.g. 'manipulate', 'bad', 'you're lying', we would say, "that was a poor choice", not "your bad behaviour".

### **Curiosity**

This includes reflective and non-judgemental wondering about the meaning behind the behaviour for the child or young person. It is different from asking the child why he or she did something. Curiosity involves making 'best guesses' about what a child may be thinking and feeling, saying this aloud, and keeping it connected to the present. "I wonder if.....". Having an attitude of curiosity includes an attitude of being sad for them that they have lost control / messed up / made a poor choice rather than angry. Sadness can help connect with a child in a way that anger cannot.

### **Empathy**

The ability to tune in or imagine what another person's feelings might be in a particular situation and saying something to show you are really listening, trying to understand and not judging or dismissing their feelings. Empathy is the key to helping the child feel connected to you and feel safer. It also teaches them about different emotions, often a gap.

#### ***The way empathy should feel to the young person:***

I am accepted – "It's ok with me for you to feel like this and I can handle it"

I am understood – "the feeling you have is real and normal"

I am listened to – "I'm listening to you and am happy to talk about it"

#### ***What empathy isn't!***

Asking how they feel, giving reassurance, giving advice, an explanation, an opportunity to say "I told you so"

sympathy, an invitation to have another feeling

venting your own feelings.