

# Positive Behaviour Policy

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## Contents

<b>1.</b>	<b>Scope and Purpose</b> .....	<b>3</b>
<b>2.</b>	<b>Distinction</b> .....	<b>4</b>
<b>3.</b>	<b>Vision</b> .....	<b>4</b>
<b>4.</b>	<b>Aim</b> .....	<b>5</b>
<b>5.</b>	<b>Objectives</b> .....	<b>5</b>
<b>6.</b>	<b>Principles</b> .....	<b>5</b>
<b>7.</b>	<b>Approach</b> .....	<b>6</b>
<b>8.</b>	<b>Celebrating Success</b> .....	<b>7</b>
<b>9.</b>	<b>Communication</b> .....	<b>7</b>
<b>10.</b>	<b>A Trauma Informed Approach</b> .....	<b>8</b>
<b>11.</b>	<b>Plan for Positive Engagement (PfPE)</b> .....	<b>9</b>
<b>12.</b>	<b>Contact with Parents and/or Carers</b> .....	<b>10</b>
<b>13.</b>	<b>Student Disciplinary Procedures</b> .....	<b>12</b>
<b>14.</b>	<b>Gross Misconduct</b> .....	<b>13</b>
<b>15.</b>	<b>Strictly Prohibited Items</b> .....	<b>14</b>
<b>16.</b>	<b>Contact with Police</b> .....	<b>15</b>
<b>17.</b>	<b>Immediate Suspension Pending Investigation</b> .....	<b>15</b>
<b>18.</b>	<b>Compliments and Complaints Policy</b> .....	<b>16</b>
<b>19.</b>	<b>Monitoring</b> .....	<b>16</b>
<b>20.</b>	<b>Related Policies and Procedures</b> .....	<b>16</b>
<b>21.</b>	<b>Equality Impact Assessment (EIA)</b> .....	<b>17</b>
	<b>Appendix 1 - Procedure for Conducting a Disciplinary Hearing</b> .....	<b>18</b>
	<b>Appendix 2 - Procedure for Conducting a Stage D4 Appeal</b> .....	<b>19</b>
	<b>Appendix 3 - Student Request to Return to College Following Exclusion</b> .....	<b>20</b>

## 1. Scope and Purpose

The purpose of this policy is to set out how to apply a positive approach to behaviour management, whilst clearly outlining the standards and expectations of behaviour and conduct of all students, supporting staff when these are not acceptable. The policy outlines the high expectations we have of our students' behaviour and conduct and the associated consequences of failing to meet those expectations. It extends to all students and is written in line with the principles set out in 'The Deal,' which also outlines the professional standards expected of all college employees. The Deal promotes effective learning and promotes a professional relationship between staff and students and requires high expectations to be consistently and fairly applied, in line with Ofsted inspection frameworks.

For more information about The Deal, visit [The Deal | The Manchester College \(tmc.ac.uk\)](https://tmc.ac.uk)

The Policy applies to all students with the clear aim of creating a safe, disciplined, positive environment in which all students can thrive. Where intervention is required, the disciplinary stages are applied.

A standardised Improvement Action Plan must be employed, which encompasses Disciplinary and Attendance Management procedures on parallel pathways, whether D1 to D4 or AM 1 to AM 2 stages. Specific guidance on the implementation of the Improvement Action Plan is detailed within the Student Disciplinary Procedures and the Attendance and Punctuality Policy.

The College explicitly recognises that some negative behaviour may be the result of 'triggers,' for example, be an indication of Social Emotional Behaviour Difficulties (SEBD) and/or Social Emotional Mental Health (SEMH) needs. In such cases it is incumbent upon staff to be aware of any Student Learning Strategies which have been identified and seek to avoid any such triggers. Reasonable adjustments must be applied at all stages of any formal response, for example an Improvement Action Plan in the case of some students with an Education, Health, and Care Plan (EHCP), might be accompanied by a Plan for Positive Engagement (PfPE). In such instances it is the Supported Learning Department's responsibility to clearly indicate within the Student Learning Strategy that there is a PfPE uploaded on ProMonitor.

A PfPE will necessarily be composed by the Supported Learning Department for those students with an EHCP who have been identified, ideally before commencing study, to require formal documentation highlighting potential triggers to the student's focus on learning and behaviour. The PfPE is complementary to the Student Learning Strategy. Teaching strategies should be informed by both the Student Learning Strategy and the PfPE, the latter also acting as a reference point for reasonable adjustments to be applied to the Student Disciplinary Procedures.

In such cases, the PfPE should be incepted at the start of any disciplinary actions to mitigate further interventions and reduce the risk of escalation and exclusion. Where further escalation occurs, a multidisciplinary approach is required to assure the student's next steps beyond life at the College. In some instances, students

who are particularly vulnerable to behavioural triggers will commence their study with such a Plan in place from the start of their course, as advised by Transition and crafted by the Supported Learning Department. In these instances, the PfPE exists to mitigate risk and is certainly not in itself an ‘improvement plan,’ rather a proactive and preventative approach.

The College understands that the first step to modelling good behaviour is for all staff to lead by example. This means that all staff, volunteers, and visitors to the College must act professionally, responsibly and with integrity. We work hard to ensure that behaviour management is consistent across the College so that boundaries and sanctions are clear to all and are applied fairly, proportionately and without discrimination or prejudice, considering Special Educational Needs and Disabilities (SEND), as well as any additional challenges and vulnerabilities that our students may face.

This policy should be viewed alongside the Student Disciplinary Procedure, the Student At-Risk Policy and the Attendance and Punctuality Policy, where relevant. A student could have an At-Risk Support/Intervention Plan and be at any of the stages of the disciplinary procedures simultaneously.

### **Escalation to the Student Disciplinary Procedures:**

Where Positive Behaviour interventions do not lead to improvement, or where behaviour meets the threshold for Serious or Gross Misconduct as defined in the Student Disciplinary Procedures, escalation into the formal D1–D4 disciplinary stages will occur. This includes cases involving persistent misconduct, serious safeguarding-risk behaviour, or any actions outlined in the Gross Misconduct section of this policy.

All formal disciplinary stages (D1–D4), including notice periods, investigations, hearings and appeals, are governed by the Student Disciplinary Procedures.

## **2. Distinction**

### **Appeal**

An appeal relates to a formal disciplinary outcome issued under the Student Disciplinary Procedures (Stages D1–D4).

### **Complaint**

Complaints relate to concerns regarding the manner in which this policy has been applied, including procedural handling or conduct of staff. Complaints are managed in accordance with the College Complaints Policy.

## **3. Vision**

Our vision is to achieve a learning environment where we treat one another with respect and fairness, bound by a common set of values, which enables students to thrive and achieve their full potential. All members of the College demonstrate exemplary behaviour that enables everyone to reach their full potential. All feel safe and confident in supporting one another, contributing positively to our college community.

#### **4. Aim**

Our aim is to support every student throughout their time at the College and to always promote positive behaviour. We believe such behaviour will produce a climate conducive to effective learning for all students.

The College aims for learners to behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education and/or training. If learners struggle with this, the College takes intelligent, fair, and highly effective action to support them to succeed in their programme of learning.

From a SEND perspective, promoting neuro-diverse and Dyslexia Friendly environments, for example, establishes a calm, and orderly climate which benefits all students and staff.

Students must be clear about their rights and responsibilities as members of the College community in line with The Deal. They must know what is expected of them as well as the consequences of not meeting College expectations.

The College's whole community, its staff, students, parents/carers, and external stakeholders (such as employers) need to be aware of the Policy and be committed to its principles, purpose and how it is daily applied.

#### **5. Objectives**

- To ensure that students understand that our expectations are a part of their preparation for adulthood, employment, and future life beyond the College.
- To ensure students know and understand explicitly what the College expects of them.
- To ensure that students are aware of the importance of representing themselves and the College well when they are outside of the College in external environments such as on trips, visits, placements, public transport etc.
- To help students to meet College expectations.
- To provide a transparent, clear to follow and professional framework for the establishment of consistent behaviour management.
- To support the re-engagement of students who have not met College expectations, securing retention, progression and mitigating the risk of NEETs.

#### **6. Principles**

- An understanding and acceptance of the policy by every member of the College, in partnership, is important if the aims of the policy are to be achieved.
- An understanding and acceptance of the importance of its underpinning core values by every member of the College.

- The Positive Behaviour Policy is constructive and supportive in nature and seeks to be preventative rather than punitive in approach, securing the best possible engagement.
- The promotion of self-awareness, self-discipline, accountability, personal responsibility, and respect for self and others is intrinsic to the policy.
- Cooperation, support, and respect are the foundations of our community, and we work hard to provide a safe College where students feel included in every aspect of college life and are comfortable to voice their opinions.
- The policy applies to the classroom, the workplace, anywhere on college premises and during such off-campus activities as trips and visits and community projects.
- The College will apply the principles in this policy to all students whatever their mode of study. This policy also applies to pupils on roll at school and 14-16 provision and Alternative Provision.
- This policy also applies to student behaviour away from college premises and / or in the student's own time if the reputation of the College is compromised and / or if the behaviour has a negative impact on college activity or other students, including the use of social media and other online platforms.

## 7. Approach

Application of the policy requires a consistent approach around classroom/workshop management and those environments, such as the library, and study spaces, which if not professionally managed, subsequently impact negatively on the learning experience. A whole college approach is essential.

The following list of strategies is not exhaustive, and are built upon the College's quality standards around Learning, Teaching and Assessment (LTA), and TEACH TMC, for example, teachers should:

- Work collaboratively and effectively with support staff to ensure that all learners achieve as they should, and implement, adapt, and evolve Student Learning Strategies for students with EHCPs.
- Create an environment that allows the learner to focus on learning.
- Plan and deliver teaching, learning and assessment which engages and motivates students to achieve.
- Arrive at timetabled sessions before the students.
- Manage entry to the learning environment, welcoming and engaging students as they arrive.
- Use seating plans which consider the needs of individual student's profile.
- In partnership with learning support staff, following the Inclusive Classroom Model, ensuring that any seating plan facilitates students with EHCPs or SEND more broadly, are seamlessly and discretely being engaged in learning.
- Set clear objectives and learning outcomes, sequence learning with structure, giving positive feedback on progress, and providing encouragement where it is needed.
- Provide positive encouragement and praise achievements equitably.

- Develop positive, purposeful working relationships with all students in the class.
- Provide positive engagement focused on learning outcomes and progress.
- Apply disciplinary sanctions consistently in line with published procedures, applying reasonable adjustments where necessary.
- Establish a safe, secure environment where everyone feels confident and able to learn and progress.
- Show commitment to fairness, equality of opportunity and respect for all members of class.
- Set clear processes for listening to student views, their feedback on the learning process.
- Be firm, but fair, manage learning.

## 8. Celebrating Success

College staff should celebrate the success of all students whenever and wherever it occurs in a variety of ways. Focusing on success and positive outcomes is essential in developing a positive culture and ethos across the College.

**The Deal** - The College has high expectations of its students and believes all students have the potential to achieve remarkable things. There are opportunities in year to celebrate the achievement of students and reward behaviour as set out in The Deal.

All staff should look for positive behaviour and award students who are demonstrating excellent behaviour and attitudes on the Deal Recognition Portal. This can be recorded on The Hub, using 'The Deal' Portal. Each student can be nominated for individual behaviour.

**Recording Positive Behaviour in ProMonitor** – To record examples where students have displayed positive behaviour, select 'Comments and Actions' in the individual student record and choose 'Positive Behaviour Recognition.' from the dropdown.

**College Awards** – For exceptional achievement of any kind, staff should make formal commendations to be awarded at termly / annual award events.

## 9. Communication

The foundation of the Positive Behaviour Policy is the attitude of the staff in all their dealings with students. This must always be based on respect, considerate behaviour, and fairness.

All staff should give positive feedback to all students whenever and wherever possible. This builds self-esteem and helps to build and support the culture and ethos for which we are aiming.

Staff should be aware that a significant number of our students have SEND needs and there is a particular prevalence of Social, Emotional and Mental Health (SEMH) needs in the student body and a considerable number of students who have Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) and Speech, Language and Communication needs (SLC). It is particularly important for reasonable adjustments to be applied in response to these needs in order not to trigger responses, which might be interpreted as negative behaviour.

The following list of strategies and principles when communicating with students is not exhaustive.

- Staff should be particularly careful to avoid sarcasm, personal criticism and comments which could be seen to foster low expectations or could confuse students.
- Staff should address students clearly, use their name, and speak to address the student in a low, calm voice, allowing time for the student to process what is being said.
- All staff should try to de-escalate negative behaviours from becoming more serious or harmful, for example, by talking and disrupting the situation and/or removing the 'audience.'
- Staff should be mindful that digitally recorded comments can be seen by other staff members, students, and the parents/ carers of young people. Principles of GDPR must be consistently adhered to.
- Where challenge is required, it should be focused on specific actions and behaviour, or on work, rather than on students as individuals. Interventions should indicate how to do better, and reviews should show praise for positive steps taken.
- The staff-student relationship must adhere to professional boundaries with a positive focus on learning and progress both vocationally and in terms of preparation for adulthood, employment, and future life beyond college.

## **10.A Trauma Informed Approach**

The College aims to support students to develop understanding, skills, and behaviour to lead fulfilling, worthwhile and happy lives and places the wellbeing of learners as the top priority, believing good wellbeing underpins successful learning and supports progress. Adopting a trauma informed approach, we seek to understand behaviour and educate students on why choices made may have been the wrong ones to take.

Behaviour is communication and each person's journey to where they are now is a result of what they have experienced or are currently experiencing. Opportunities to make pastoral and safeguarding referrals will support individual students to build an impartial support system to help build confidence and resilience.

We seek to look past behaviour to see what a student needs from us as

professionals to help them to connect, repair and build resilience to help manage their emotions.

The aim is for staff is to take a step back and not react in the moment but listen and respond in a more nurturing, trauma informed way.

When positive behaviour is not displayed, think about what is happening for that person. This work is about changing our everyday interactions with students, challenging how we respond in difficult situations and changing our own behaviour, emotional responses, and attitudes about someone who may be in crisis.

Taking a trauma informed approach to presenting behaviour means ensuring that every effort is made to understand what is happening for the student and seek to intervene in a supportive manner where possible thus avoiding the need for more formal procedures. To facilitate this, accurate and timely recording on ProMonitor is key to recording any pattern of changing behaviour.

This might mean setting specific interventions to help educate students on why choices made were not positive, further exploratory discussion, and where required, referral Pastoral Support Hub or the Supported Learning Department.

Prior to moving into formal stages of the Positive Behaviour Policy therefore, we expect that staff will use trauma informed practice to explore “what has happened which has led to this behaviour” and we encourage staff to ask this question of students to help the students and staff to better understand how the College can help them to achieve the required standard of behaviour.

Opportunities for restorative justice ought to be explored as part of this approach.

## **11. Plan for Positive Engagement (PfPE)**

Establishing and implementing a Plan for Positive Engagement (PfPE) serves both to apply reasonable adjustments where a student has specific needs or vulnerabilities, identifying any triggers which may have led to perceived negative behaviour, and to set out clearly the framework for and expectations of improved behaviour and attitude towards learning and engagement upon which a student's continued study are predicated. A Plan for Positive Engagement should serve to mitigate risk of further escalation of the disciplinary process by giving a clear, structured path for the student to follow on the way to improvement. The PfPE is produced by either a Specialist SEND Support Practitioner or the Head of Department for Additional Learning Support.

If a PfPE has been implemented, the student will be required to ask teachers to record behaviour monitoring via ProMonitor comments for all sessions to record that they followed their PfPE over the minimum of a two-week period. In most

cases, a PfPE constructed to support some students with an EHCP should remain an ongoing mechanism to support as its construction is based upon recognition of underlying needs and recognition of triggers which can impact upon the student's wellbeing and exhibited consequent behaviour.

Where further support need is identified in relation to establishing positive behaviour, a referral can be made for further support from the Pastoral Hub. Some examples include feelings and anger management, personal issues affecting behaviour, anxiety, and self-esteem. An assessment can also be made as to whether external agencies who work closely with the College would be better placed to offer support. If positive behaviour cannot be secured or behaviour exhibited is deemed 'serious' then the student will also be subject to the College's Student Disciplinary Procedure.

Where a student progresses to formal disciplinary stages, the decision-maker must evidence that the PfPE and reasonable adjustments have been considered prior to escalation.

## **12. Contact with Parents and/or Carers**

All parents of students on 16-19 study programmes are encouraged to attend two parents' evenings during the academic year to facilitate an ongoing dialogue to support the student's progress. In addition to this contact with curriculum and pastoral support staff, Attendance Progress Monitors will be in communication with parents where attendance and punctuality are below college expectations. All parents/carers will be provided with a Parent's Handbook at the start of their son/daughter programme of study.

For many students on 16-19 study programmes, their parents and/or carers play a big part in ensuring that the student is responsible for their own behaviour in college. Where appropriate, we will ask parents and/or carers to work with the college to support their dependent's learning. This includes informing the college of any special education needs or personal factors that may result in a student displaying behaviour. We will invite parents and carers to attend meetings at the college with staff to discuss any behaviour issues early and to support any Plan for Positive Engagements that are put in place. Parents and/or carers will usually be contacted in agreement with the student, but in some circumstances, this may be without consent. For students over the age of 18, parents/carers will only be contacted with the consent of the student and where it is appropriate to do so.

We work with parents and carers to understand the needs of the student and any specific needs related to behaviour. We believe that, in conjunction with the behaviour boundaries and sanctions, which may be included within a Plan for Positive Engagement, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community. Where appropriate, the college provides regular reports to parents and carers via the electronic student management system, telephone, and at parent/carer events.

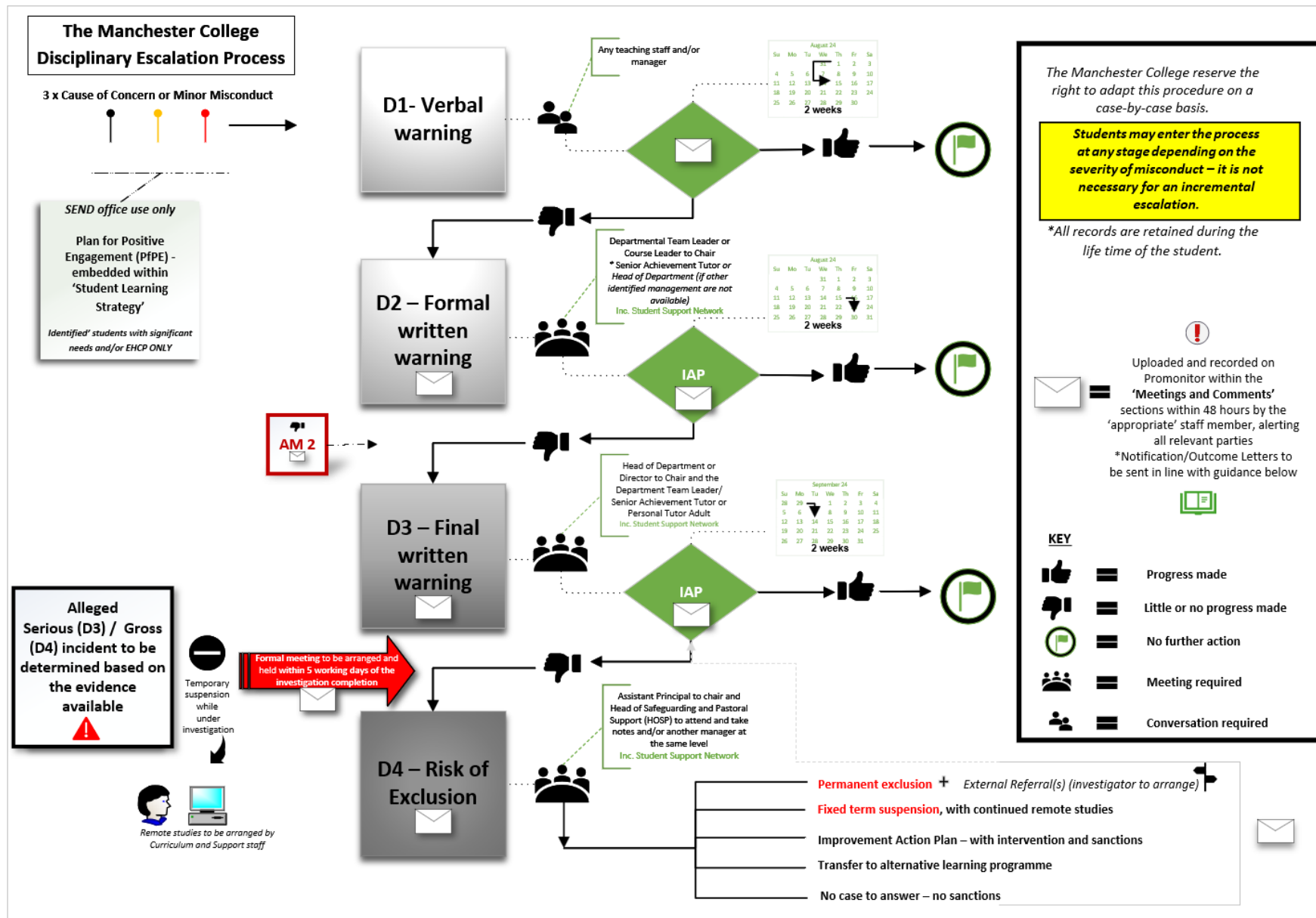
We encourage parents and carers to communicate with the college if they have a concern about their child's behaviour. We promote positive behaviour within the

college curriculum and provide regular reminders and reinforcement of college rules and expected standards of behaviour through The Deal.

We acknowledge our legal duties under the Equality Act 2010 in respect of students with Special Educational Needs and/or Disabilities (SEND). Whilst all students identified with SEND are covered under this Positive Behaviour Policy, we understand that these students often require support, which is different from, or in addition to, that required by their peers to take full advantage of the educational opportunities available to all students. To this end, the completion of a PfPE is a key priority for such reasonable adjustments to be made, which will support behaviour management and mitigate risk of escalation. Advice will also be sought from external agencies, where necessary, to assist with putting in place appropriate support strategies within such a Plan for Positive Engagement.

To complement this process Specialist SEND Support Practitioners, will formally liaise with Achievement Tutors and Teachers as a minimum every half term to monitor progress and, where necessary, refine the PfPE, which in the great majority of cases where a student has an EHCP, should be a consistent reference point.

### 13. Student Disciplinary Procedures



## 14. Gross Misconduct

Gross Misconduct means inappropriate and unacceptable behaviour, which breaches the purpose of this policy. Some examples of behaviour which is unacceptable to the college are given below for guidance purposes. These are examples and the list is not exhaustive. It is important to understand that even minor breaches of our code of conduct may be treated as serious misconduct if they are persistent or repeated.

The following behaviour is regarded as completely unacceptable and will always result in stage four of the disciplinary procedure and exclusion:

- Persistent verbal abuse to staff or students, whether face to face, online or on social media
- Offensive language either verbally or online
- Any action that brings the college into disrepute, on-site or off-site
- Recording other students or staff without their permission
- Indecent behaviour
- Damage to property or Arson
- Use of illegal substances or misuse of other substances or intent to supply drugs
- Theft or damage to property
- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Unacceptable behaviour which has previously been reported and for which college sanctions and other interventions have not resulted in positive behaviour
- Behaviour that falls under the Prevent Agenda
- Behaviour that disregards the health, wellbeing or safety of others including Public Health and/or community protection
- Carrying an offensive weapon
- Academic misconduct during examination
- Fraud

\*The acts above are not exhaustive and the college reserves the right to make the decision about whether or not any action constitutes gross misconduct.

## 15. Strictly Prohibited Items

The following items must not ever be brought into the college.

- Knives and/or other weapons
- Alcohol
- Illegal/harmful substances\*
- Stolen items
- Fireworks
- Pornographic or offensive material – either physical copy or viewed/shared online
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Smoking or vaping inside College premises is prohibited.

### **\*Illegal / Harmful Substances**

The college will not tolerate the use of illegal or harmful substances of any sort on college property or during off-site college activities. This includes solvents and any other substance that can be misused or is harmful. Students may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs/substances.

Prescription medication: carrying, supplying, or taking prescription drugs illegitimately could result in a permanent exclusion.

### **Non-prescription medication**

Some over-the-counter drugs can be harmful if misused. Students should not carry these in college.

### **Medication**

The College acknowledges that it may be necessary for some students to take medication during the college day. Where appropriate, parents and carers should make the college aware of this in writing as soon as their dependent starts taking the medication.

Procedures in managing medication that must be stored at college in the dedicated medical locations are outlined within the Manchester College Medication Policy (2024).

### **Alcohol**

Bringing alcohol onto the College campus is strictly prohibited, with any breach potentially resulting in permanent exclusion. Consuming alcohol on campus is also strictly prohibited unless it is being supplied by the college as part of an organised and licensed event (for the avoidance of doubt this is for over 18s only and any anti-social behaviour will be dealt with in line with the Behaviour Policy).

All these rules also apply when travelling to and from college or when engaged in learning activities away from college premises e.g., in the workplace.

## **16. Contact with Police**

Where staff suspect a student of committing a criminal offence, being involved in criminal activity or in the possession of an offensive weapon, the College reserve the right to report the matter to the police. The College will always comply with its lawful obligation to help investigate alleged criminal activity.

## **17. Immediate Suspension Pending Investigation**

Where an allegation involves behaviour that may constitute Serious Misconduct or Gross Misconduct, the College reserves the right to suspend a student from campus without prejudice pending investigation.

Suspension is a neutral act and does not imply guilt. All cases will be investigated in accordance with the Student Disciplinary Procedures.

The duration of the suspension will be kept as brief as possible and should not exceed 15 working days, allowing sufficient time for investigations to take place and for a disciplinary hearing to be scheduled, unless there is a need to wait for the outcome of any criminal proceedings.

During any period of suspension, appropriate arrangements will be made to support continuation of learning were reasonably practicable.

NB: if applicable, all exclusions will be dealt with on an individual basis, taking into consideration mitigating circumstances, the nature of the offence and evidence provided.

## **Appeals**

A student can only appeal the decision for a Stage D4 disciplinary. An appeal may only be made on one or more of the following grounds, anything outside of the below will not be deemed as grounds (please see Appendix for appeal procedure and appeal form):

**Procedural Integrity** – The disciplinary process was not followed correctly, and this may have affected the outcome.

**New Evidence** – relevant evidence has become available that could have not been reasonably presented at the original hearing.

**Disproportionate Outcome** – the sanction imposed is not reasonable in relation to the nature or seriousness of the misconduct.

## **Equality and Diversity**

Students can expect an inclusive and supportive environment whatever their background.

### **18. Compliments and Complaints Policy**

We encourage students, parents and carers with any complaints or concerns to follow the College Compliments and Complaints Procedure. The college will do everything in its power to help resolve conflict or complaints swiftly and effectively. Full details of the Compliments and Complaints Policy is available on the college website.

### **19. Monitoring**

Termly reports to Principalship will be reviewed and where trends are identified relevant educational awareness or action plans will be implemented.

The effectiveness of the policy will be measured through:

- Analysis of disciplinary data and trends
- Analysis of complaints trends
- Analysis of the volume and success of appeals

### **20. Related Policies and Procedures**

- Student Disciplinary Procedures
- Safeguarding Policy and Procedure
- Attendance and Punctuality Policy
- Equality, Diversity, and Inclusion Policy
- The Deal
- Special Educational Needs and Disabilities (SEND) Policy
- Compliments and Complaints Policy
- Medication Policy

## 21. Equality Impact Assessment (EIA)

Are there concerns that this policy could have an adverse impact on any of these protected is action required?		If Yes, is action required?
Age	No	
Disability	No	
Gender reassignment	No	
Marriage or civil partnership	No	
Pregnancy and maternity	No	
Race	No	
Religion	No	
Sex	No	
Sexual orientation	No	
EIA Summary		
Person responsible for EIA	Alison Dady (Director of Tutorial and Enrichment) and Marie Stock, Vice Principal	
<p>This policy is inclusive, supportive and aligns with the Equality Act 2010. It actively promotes equality and mitigates the risk of discrimination through trauma-informed practices, reasonable adjustments and consistent application. The policy applies to all students including those aged 14-16 in Alternative Provision. Strong emphasis is placed on reasonable adjustments, EHCPs, PfPEs and trauma-informed approaches with proactive support for SEND and SEMH needs. The policy promotes fairness, inclusion and respect with no discriminatory language or practices. It does not restrict religious expression. The policy is applied consistently across all genders.</p>		

## **Appendix 1 - Procedure for Conducting a Disciplinary Hearing**

- The allegation(s) and a summary of the supporting evidence must be provided to the student prior to the hearing by the organising manager, this should be contained in the disciplinary hearing invite letter.
- It is the student's responsibility to ensure that any additional evidence (if any) is submitted prior to and brought to the hearing.
- The student is entitled to be accompanied by their Next of Kin; this person must be one that is registered on the college system.
- Alternatively, if the student is 18 or over when they started their course and does not have an EHCP, they may be supported by another appropriate individual. During the meeting there is no right for the student to have legal representation.
- A note taker will be appointed as a neutral party to record the discussions and ensure adherence to the procedures.
- The member of staff who referred the student to the Disciplinary Hearing would normally be present at the Hearing.
- The meeting will be chaired by the relevant Head of Department or Assistant Principal who will ensure that all people required at the hearing are present, and that everyone understands the purpose of his/her presence.

### **During the Disciplinary Hearing:**

1. Chair will introduce the attendees and confirm roles.
2. The Chair to remind attendees that there is no permission for students, parents/guardian or any other attendees to audio-record, video-record, photograph, or otherwise record disciplinary meetings or appeals. Any unauthorised attempt to record the meeting may result in the meeting being paused or concluded.
3. Explain that the meeting is a formal disciplinary hearing and outline the purpose of the hearing.
4. Confirm the possible outcome for the meeting and how the meeting will be structured. For stage D4 hearings, it must be made clear to the student that a potential outcome could be exclusion from the college.
5. Check the student understands the process and has the opportunity to participate.
6. The Chair will clearly present the concerns / allegations, referring to relevant evidence and standards and may also ask the referring manager in attendance to present these.
7. The student will be given the opportunity to respond to the allegations and evidence and provide any new evidence (if any).
8. The Chair may ask clarifying questions where necessary, remaining neutral and factual.
9. The Chair will consider the evidence, student response, previous history, and any reasonable adjustments.
10. The decision from the hearing is not usually communicated on the same day, unless the case is straightforward. Otherwise, the disciplinary hearing outcome will be sent in writing to the student and their Next of Kin where appropriate, within 10 working days.
11. Close the meeting respectfully and confirm next steps.

## **Appendix 2 - Procedure for Conducting a Stage D4 Appeal**

A student can only appeal a Stage D4 exclusion. The appeal is heard by the Deputy Principal (DP) or the Vice Principal (VP). The DP/VP will act as Chair. The College position should be presented by the original Disciplinary Hearing manager. The student may be accompanied by their Next of Kin, such as a parent/guardian, who must be listed as Next of Kin on the college records.

Alternatively, if the student is 18 or over when they started their course and does not have an EHCP, they may be supported by another appropriate individual. During the meeting there is no right from the student to have legal representation.

- Confirm the appeal relates to a Stage D4 disciplinary outcome and was submitted within 10 working days of the outcome letter.
- Check the appeal clearly states valid grounds: procedural error, new evidence, or disproportionate outcome, with supporting evidence included.
- Decide whether the appeal meets the threshold to proceed; if not, notify the student in writing that the appeal is declined.
- If proceeding, appoint an independent Principalship Team member (not involved in the original decision) to hear the appeal and assign a notetaker.
- Notify the student in writing of the appeal hearing date, purpose, documents to be considered, and their right to be accompanied by one person.
- Put in place any reasonable adjustments required (e.g. SEND, EHCP, wellbeing needs).

### **During the hearing:**

1. Chair will introduce the attendees and confirm roles
2. The Chair to remind attendees that there is no permission for students, parents/guardians or any other attendees to audio-record, video-record, photograph, or otherwise record disciplinary meetings or appeals. Any unauthorised attempt to record the meeting may result in the meeting being paused or concluded.
3. Explain that this is a formal appeal hearing and outline the purpose of the hearing by explaining process, and that the appeal is a review of the grounds submitted, not a re-hearing of the case
4. Explain the possible outcomes of the appeal:
  - a) Appeal not upheld and retain the original disciplinary decision
  - b) Appeal partially/upheld – reduce or remove the sanction or refer the matter for reconsideration under the disciplinary procedure
5. Allow the student to present their appeal and evidence.
6. The Chair may ask clarifying questions where necessary, remaining neutral and factual. The Chair may also ask questions of the original Disciplinary Hearing manager
7. Consider whether procedures were followed correctly, whether new evidence is material, and whether the sanction was proportionate.
8. The decision from the hearing is not usually communicated on the same day, unless the appeal is straightforward. Otherwise, the appeal hearing outcome will be sent in writing to the student and their Next of Kin where appropriate, within 10 working days and uploaded to the meeting in Promonitor.
9. Close the meeting respectfully and confirm next steps, highlighting the decision of the Appeal panel is final.

### **Appendix 3 - Student Request to Return to College Following Exclusion**

Following a *12-week period* from the date of permanent exclusion, a student may request to return to college for the following academic year. To do so, the student must complete a written request to return to the Principal of the College using the Student Request to Return Form. Please contact the college to request the form.