

Student Conduct and Behavioural Management Policy

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Student Conduct and Behavioural Management Policy

Purpose

The purpose of this policy is to encourage and motivate all students towards positive behaviours, to enable successful achievement and progression towards their future goals. The College will also expect learners to invest in themselves and take advantage of the learning, opportunities and support that is available. To this end, the policy has been written to reinforce/reference the following:

- Buxton & Leek College sets high standards and has high expectations of our students' behaviour.
- We expect students to be ambassadors for their programme and the University/College, demonstrating the valuable skills and behaviours that they are learning/have learned.
- Students are expected to demonstrate a high level of respect for their peers, staff, employers, the public and the wider community.
- Students should demonstrate appropriate behaviour for the learning and work environments.
- Students are expected to develop their understanding of their rights and responsibilities as a student, as an employee (where relevant), and as citizens and members of the community.
- Buxton & Leek College sets clear guidance on the consequences of failing to meet those expectations.
- The understanding that disruptive behaviour can be an indication of unmet social/emotional needs. Therefore, the response to concerns regarding a student's behaviour will take into consideration other factors that may be influencing those behaviours. In such cases, early intervention is essential and a referral to the Learner Journey Team/Well-being Services is required.

The College understands that the first step to modelling good behaviour is to lead by example. This means that all staff, volunteers, visitors in the University/College must act respectfully, responsibly, professionally and with integrity. Through this policy the College is ensuring that behaviour is consistent across the College, sanctions are made clear to all and applied fairly, proportionally and without discrimination, taking into account High Needs learners and any additional challenges that some vulnerable learners might face.

We endeavour to apply rules fairly, clearly and consistently. In the case of particularly serious incidents or persistent unacceptable behaviour, we will always endeavour to involve parents/carers of students under 18 (over 18 with the student's agreement) in resolving the situation.

Appropriate behaviour is modelled by the teaching and non-teaching staff at Buxton & Leek College. We expect that this aim to model appropriate behaviour is supported by the parents/carers & employers at Buxton & Leek College so that students are given clear and consistent guidance.

The policy and procedure have been written to correspond with the BLC INVEST Code of Conduct.

Scope:

This policy will be applied to all learning programmes delivered by Buxton & Leek College within Further Education (FE) and Higher Education (HE), including Apprenticeships and other provision.

The Student Conduct and Behavioural Policy will be applied to all students in college as well as when their study extends to online engagement in learning, work placements, any voluntary work, enrichment activities and whilst students are travelling to and from University/College premises and on any transport arranged by the College/University (e.g. College buses) in accordance with the BLC Behaviour Code for College Transport.

Principles and Approach:

The College will invest in all of its students so that they can strive to be the best that they can be, aim high and have a positive experience at BLC. The College will invest in learners through *Evolve*, which aims to develop a student's skills, behaviours and attitudes, and is integral to their course, programme or Apprenticeship.

The College will also expect learners to invest in themselves and take advantage of the learning, opportunities and support that is available. The College has set clear expectations which is defined in the BLC INVEST code of conduct, which students are expected to adhere to.

BLC INVEST- Behaviour for learning:

We aim to:

- Promote the values of the College and the good behaviour of students.
- Establish a positive, friendly ethos based on mutual respect and trust.
- Ensure students, parents/carers, employers, and staff understand and uphold the values and expectations of the College.
- Celebrate success.
- Enable students to realise their full potential in a safe and positive learning environment.
- Ensure systems of recording and reporting support the effective implementation of the procedures for celebration and cautions.

Our principles are:

- The behaviour of students reflects the values upheld by the College community.
- The fundamental British Values of democracy, the rule of law, mutual respect and individual liberty of students are demonstrated in their behaviour.
- Students have clear guidance and consistent consequences.
- The partnerships between home, College, employers in the workplace and the student is, essential to promote positive behaviour.
- All students feel and are safe.

Celebrating success and achievement:

We aim to celebrate student success and recognise achievement and good behaviour through:

- Causes for celebration.
- Awards events.
- Digital badges and certificates - for example, for good attendance.

Safeguarding:

- If a member of staff considers that behaviour(s) constitutes a safeguarding concern, they should take action in accordance with the University's safeguarding policy and procedure. Staff will need to report any such action to the designated safeguarding co-ordinators.
- Reporting Incidences of Bullying and / or Harmful Sexual Behaviours.
- Please refer to the Anti Bullying / Child on Child Abuse policy for guidance on additional reporting requirements specific to these situations.

Disciplinary Procedure

CFC / Positive Engagement	<p>Any member of staff can issue a Cause for Concern. See Appendix 1 for definition and examples. This would lead to the setting of a positive engagement plan to encourage the student to re-engage with their learning prior to disciplinary action.</p> <p>In cases where there are genuine vulnerabilities or complex issues that do not warrant disciplinary action, a supportive action plan meeting is to be arranged with student and parent/guardian.</p> <p>Procedure:</p> <ul style="list-style-type: none"> • Staff member to issue (Cause for Concern) note on <i>eTrackr/Smart Assessor</i>. In the description section write Cause for Concern and details. • Change disciplinary status to 'Advisory Note' from student home page. • Notify Course Tutor and copy in the Progress Coach either through <i>eTrackr/Smart Assessor</i> or email. • Within 1-2 days an informal meeting will be held between the student and Course Tutor to discuss the issues and agree actions and set a Positive Engagement Action Plan with SMART targets to achieve before the two-week review process. These will be monitored in the tracking & monitoring sessions. • Revisit the BLC INVEST Code of Conduct and review what conditions have been breached. • Course Tutor to update <i>eTrackr/Smart Assessor</i> and add the actions in the Action Plan Pastoral section. <p>Sanctions:</p> <p>Course Tutor will monitor and review behaviour 2 weeks later with the learner present.</p> <ul style="list-style-type: none"> • If behaviour has improved, tutor to put a note on <i>eTrackr/Smart Assessor</i> and close the Cause for Concern. • PCs to continue to monitor student engagement through "At Risk" and KIT meetings, checking in with the student on a monthly basis until there is clear evidence of sustained improved behaviour and / or engagement. • If not resolved, agree further action/s that may include escalation to Stage 1 Disciplinary. <ul style="list-style-type: none"> ➤ CIC (Children in Care) issues must be raised with the Learner Journey team - Student Mentor (Leek) and Student Support Officer (Buxton). ➤ Where a student has an EHCP and / or High Needs Support, the Additional Learning Support Team must be made aware and invited to any meetings as required. ALS will also need to be updated on any actions in place following the meeting.
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Stage 1 Cause for Concern or Disciplinary

A Stage 1 Cause for Concern or Disciplinary will be instigated if either: Actions from the Cause for Concern have not been met or the behaviour warrants a Stage 1 CFC or Disciplinary. **See Appendix 1 for definition and examples.**

The Course Tutor is to organise the Stage 1 CFC/Disciplinary meeting and invite the allocated Progress Coach and key person who instigated the concern, e.g. an English or Maths Tutor, ALS if relevant.

Procedure:

- A formal meeting will be held within 1-2 days to discuss any issues and agreed actions.
- **Course Tutor/Instructor Mentor** (for Apprentices) to organise the Stage 1 CFC/Disciplinary meeting and invite the allocated Progress Coach and key person who instigated the concern e.g. an English or Maths tutor, ALS if relevant.
- Following the 1-1 meeting with the student, the **Course Tutor/Instructor Mentor must add a Stage 1 CFC/Disciplinary record** on *eTrackr/Smart Assessor*. In the description section, write Stage 1 and the details of the concern.
- Change the CFC/disciplinary status to 'Stage 1' from the student home page.
- Agreed actions must be written in an Action Plan (Pastoral) on *eTrackr/Smart Assessor*. *The tutor to set a SMART target to be achieved before the two week review meeting.*
- Revisit the BLC INVEST Code of Conduct and review what conditions have been breached.
- Parent/Guardian (where applicable) to be informed of the meeting and updated on the SMART actions and sanctions agreed at the meeting.

Sanctions:

- **Course tutor/Instructor Mentor** to monitor student progress against actions set and hold a review meeting within 2 weeks (an opportunity to complete this could be in the tracking and monitoring sessions).
 - If the actions have been met and behaviour has improved, then close the stage 1 down. PCs to continue to monitor student engagement through "At Risk" and KIT meetings, checking in with the student on a monthly basis until there is clear evidence of sustained improved behaviour and / or engagement.
 - If the concern persists, agree further actions that may include escalating to Stage 2 CFC/Disciplinary. Course tutors will need to present the evidence for escalation to Curriculum Leader to progress to Stage 2 CFC.
 - The curriculum leader in consultation with the Behaviour Manager will decide whether the CFC process has been followed appropriately, whether SMART actions have been set by the team, reviewed appropriately and whether escalation is appropriate. CFC's will only be accepted at stage 2 if the advisory/stage 1 process has been followed appropriately or the behaviour warrants a Stage 2.
 - *eTrackr/SmartAssessor* will be updated by the Course Tutor and monitored at team meetings.
- CIC (Child in Care) issues must be raised with the Learner Journey Team -Student Mentor (Leek) and Student Support Officer (Buxton).
 - Where a student has an EHCP and / or High Needs Support, the Additional Learning Support Team must be made aware and invited to any meetings as required. ALS will also need to be updated on any actions in place following the meeting.

**Stage 2 Cause
for Concern or
Disciplinary**

A Stage 2 CFC/Disciplinary will be instigated if either:

- Actions from Stage 1 have not been met (the Course Tutor to notify the Curriculum Leader)
- The behaviour warrants a Stage 2 Disciplinary. **See Appendix 1 for definition and examples.**
- The Curriculum leader and Behaviour Manager agrees to progress to CFC/Disciplinary to stage 2.
- Curriculum Leader to make Stage 2 CFC Referral via Microsoft Forms in BLC Info Point Teams Page. Progress Coaches can make referrals on Curriculum Leaders behalf following 'At-Risk' meetings.
- Where Access and Adult courses require a Stage 2, this will be completed by the Curriculum Leader.

Where appropriate process has not been followed at earlier stages, the curriculum leader will need to resolve with their team before escalation.

- CFC Stage 2 template to be completed by the **course tutor and progress coach** to include details of CFC stage 2 e.g. witness statements / student statements & evidence on eTrackr / Smart Assessor forwarded to the Curriculum leader and Behaviour Manager. All relevant individuals will be invited to the meeting, including Course Tutor, Progress Coach, Student Mentor (for Leek) or Student Support Officer (for Buxton), the student, the student's parent(s)/carer(s) and/or other. FE curriculum support to send out formal invitations to relevant parties.

Procedure:

- A formal meeting will be held within seven days of notification of the stage 2 disciplinary this needs to be by letter or e-mail & sent to the student.
- Students who are subject to these procedures are encouraged to take advantage of the advice and support available to them from the Union of students. At all points of the procedures a student has the right to be accompanied by a member of the Union of Students and in addition, if the student is under 18 years of age/SEN/LAC, by a parent/guardian.
- The Learner Journey Team and Security (if applicable) to gather relevant incident reports or witness statements. Information will be kept centrally on the One Drive The course tutor will be expected to attend to present the case but not necessarily for the whole meeting.
- FE curriculum support arranges for an invitation letter(s) to be sent to the student, with a copy to the parent/carers if the student is under 18/SEN/LAC to inform them when the initial and review meeting is taking place (FE Curriculum Support will send out the completed letters)
- The Student Mentor at Leek or Student Support Officer at Buxton will attend to advise on support services.
- Actions from the meeting will be communicated to the progress coach /instructor mentor /course tutor to update notes on *eTrackr/Smart Assessor* pastoral support (at the time of concern) together with the date of the review meeting to be held for Stage 2 CFC.
- In the event of learners not attending a formal Stage 2 meeting, the behaviour manager/curriculum leader may conduct the Stage 2 meeting via the telephone.

- In the event a learner does not attend a formal Stage 2 meeting or answer their phone, the behaviour manager/curriculum leader can conduct the meeting in the learner's absence and inform the learner via voicemail message.
- If a learner does not attend the review meeting without good cause, the learner moves directly to a Stage 3 disciplinary.
- Change the CFC/disciplinary status to 'Stage 2' from the student home page.
- Actions also added to the Stage 2 Disciplinary form, signed by students and given at the meeting to the student and parent(s).

Sanctions:

- Course Tutor, Progress Coach & Behaviour Manager to monitor the student and ensure a review meeting is held within 2 weeks.
- If the actions have been met and behaviour has improved, then close the stage 2 down.
- PCs to continue to monitor student engagement through "At Risk" and KIT meetings, checking in with the student on a fortnightly basis until there is clear evidence of sustained improved behaviour and / or engagement.
- If the concern persists, agree further actions that may include escalating to Stage 3 Disciplinary.
- *eTrackr /Smart Assessor* will be updated by the Behaviour Manager/ Curriculum Leader.
- CIC (Child in Care) issues must be raised with the Learner Journey Team -Student Mentor (Leek) and Student Support Officer (Buxton).
- Where a student has an EHCP and / or High Needs Support, the Additional Learning Support Team must be made aware and invited to any meetings as required. ALS will also need to be updated on any actions in place following the meeting.

Stage 3 Cause for Concern or Disciplinary

A Stage 3 CFC/ Disciplinary will be instigated if either: Actions from Stage 2 have not been met or the behaviour warrants a Stage 3 Disciplinary. The Behaviour Manager to notify SLT. **See Appendix 1 for definition and examples.**

Procedure:

- Evidence is gathered from all parties involved in the incident by the Behaviour Manager liaising with the course tutor and progress coach /other for a Stage 3 Disciplinary. Evidence will be kept on a secure site.
- A member of SLT and the Behaviour Manager to review the evidence – a decision is made regarding dealing with the case at local level or whether to refer it directly to university level.

LOCAL LEVEL

- A formal meeting will be held within seven days of notification of the stage 3 disciplinary this needs to be by letter & e-mail to be sent to the student.
- Students who are subject to these procedures are encouraged to take advantage of the advice and support available to them from the Union of students. At all points of the procedures a student has the right to be accompanied by a member of the Union of Students and in addition, if the student is under 18 years of age/SEN/CIC, by a parent/guardian.
- Meeting appointments are made through FE Curriculum Support
- The invitation is sent to the student and to the student's parent(s)/carer(s) and/or other representative if under 18/SEN/CIC.
- Prior to the meeting, the student is provided with *reasons for the Stage 3 disciplinary (evidence to be discussed at the meeting).
- Disciplinary meetings will be held in order to consider evidence, including witnesses' statements and decide whether the alleged behaviour is unacceptable and if so, to determine the appropriate course of action.
- In the event of learners not attending a formal Stage 3 meeting, a member of SLT may conduct the Stage 3 meeting via the telephone.
- In the event a learner does not attend a formal Stage 3 meeting or answer their phone, a member of SLT can conduct the meeting in the learner's absence and inform the learner via voicemail message.
- If a learner does not attend the review meeting without good cause, the learner moves directly to a Stage 3 disciplinary.
- In most serious cases, the Operational Manager will refer the case through to the Assistant Principal or Vice Principal who will refer to University level.
- All cases are to be logged centrally. Details must be recorded on *eTrackr/Smart Assessor* with the action/s required.
- A letter confirming the decision will be sent by FE Curriculum Support to the student. If the student is under 18, a copy will be sent to the parent(s)/carer(s) Date for review meeting to be set & all parties informed.
- Notification to be sent from the Course Tutor/Behaviour Manager to the Learner Journey Team for placing appropriate support and referrals.
- Course tutor and Behaviour Manager to monitor the student and attend the review meeting within 2 weeks and invite a member of SLT if relevant.
- If the actions have been met and behaviour has improved, then close the stage 3 down. PCs to continue to monitor student engagement through "At Risk" and KIT meetings,

- checking in with the student on a weekly basis until there is clear evidence of sustained improved behaviour and / or engagement.
- If the concern persists, the Behaviour Manager/SLT to agree actions which may include escalating to university level.
- *eTrackr/Smart Assessor* will be updated by the Behaviour Manager/ SLT member responsible for the disciplinary. It could impact upon placements and continuation on the course. A referral might be made to 'Fitness to participate in University life'.

Sanctions:

If the allegations are found to be true, there a range of consequences detailed in the regulations:

- Receive an oral or written warning.
- Requirement to pay compensation for damage and/or cost.
- Exclusion from any of the College/University's premises or facilities for a defined period.
- And, in the case of College/University facilities, incurrence of a penalty determined by procedures or agreements relating to the use of those facilities.
- Permanent Exclusion.

Appeals Process

- If you wish to appeal the outcome of the decision, this needs to be put in writing to the Chair of the disciplinary meeting within 14 days.
- Students can access support from the Union of Students or other representative throughout the appeals process.
- CIC (Child in Care) issues must be raised with the Learner Journey Team -Student Mentor (Leek) and Student Support Officer (Buxton).
- Where a student has an EHCP and / or High Needs Support, the Additional Learning Support Team must be made aware and invited to any meetings as required. ALS will also need to be updated on any actions in place following the meeting.

Implications:

- Both the student and parent(s)/carer(s) should be aware that a student's behaviour record may be taken into account when considering the student's future programme options within the College or when requested for references.
- If a student repeats a behaviour / a further CFC is raised the student will return to the last disciplinary level, they were at previously or can be escalated to a higher level than previously should the incident warrant this.

Dealing with Critical/Serious Incidents:

- If a student involved in a critical / serious incident is deemed to present a safeguarding risk if they remain on campus, they will be given a temporary suspension following the guidance below.

Procedures for Temporary Suspensions

- A student can only be suspended by a member of SLT or the Behaviour Manager (if SLT are not available) following the procedures set out in the Student Conduct and Behavioural Management Policy.
- Following a suspension, the member of SLT/Behaviour Manager involved will:
 - Email the relevant CTL, Progress Coach and Behaviour Manager to inform them of the situation.
 - Report a Concern on My Concern logging the student's suspension.
 - Log the suspension also on eTrackr/Smart Assessor as a CFC.
 - Contact NOK (where applicable) to inform of suspension and that the student must not come on site.
 - Arrange for the relevant notification letter to go out to the student and parent / carer (where applicable).
 - Proceed with preliminary investigation at Level 3 and arrange a Stage 3 CFC meeting as required.
- A student that has been suspended **must not** access any college sites for the duration of the suspension.
- The length of suspension will depend on the nature of the incident and what safeguarding arrangements need to be made. However, on most occasions students will be advised not to come back until the disciplinary hearing.
- Curriculum teams need to ensure that work is set so that students can continue their studies independently away from college, until the disciplinary hearing.
- If a member of staff has any safeguarding concerns in relation to a student on suspension, they must contact a member of the Safeguarding Team.

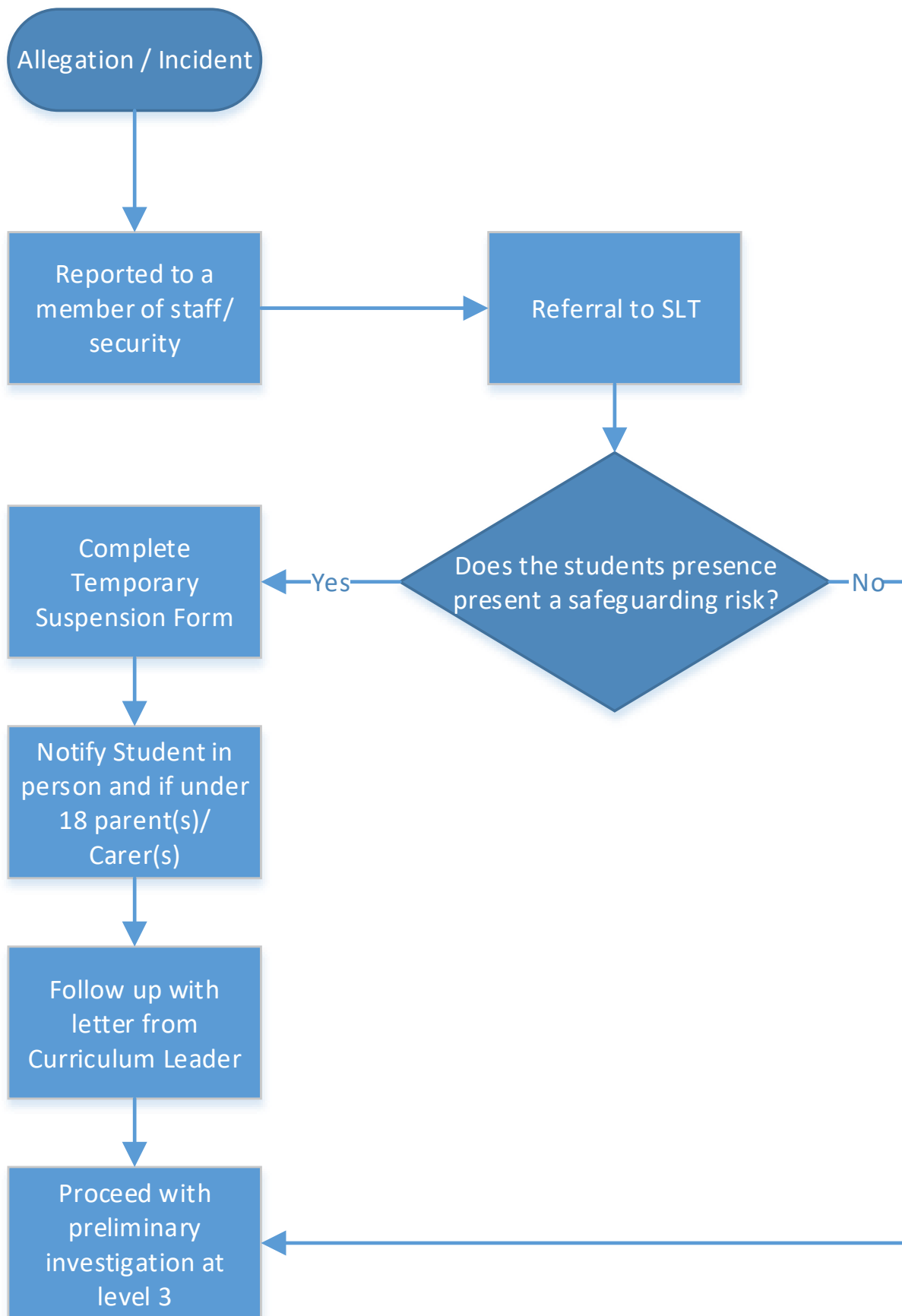
Reasons for Temporary Suspension:

- Use of illegal substances, possession and or providing them to others.
- Possession of an offensive weapon.
- Use or threatened use of an offensive weapon.
- Theft from individuals or the University.
- Threatening or actual violent behaviour.
- The student's presence on Campus presents a Safeguarding risk to themselves or others.

A student who is on suspension must not attend any college premises for the duration of the suspension. A suspension is put in place for Safeguarding and Safety reasons and do not influence the outcome of the disciplinary hearing.

Length of Suspension

- The length of suspension will depend on the nature of the incident and what safeguarding arrangements need to be made. However, on most occasions students will be advised not to come back until the disciplinary hearing.
- Curriculum teams need to ensure that work is set so that students can continue their studies independently until the disciplinary hearing.



Appendix 1

Examples and classification of levels of misbehaviour and persistent lack of engagement

Cause for Concern

These examples are indicative only and are not exhaustive. Offences that can be dealt with under local procedures can include:

1. Persistent Low disruptive behaviour.
2. Persistent unexplained absences or lateness.
3. Persistent Talking in class / during online delivery or persistent low level disruptive behaviour that doesn't stop when asked.
4. Persistent Late or non-submission of course work.
5. Not taking due care of equipment or facilities.
6. Being inappropriately noisy or inconsiderate.
7. Contravening parking regulations.
8. Failure to observe instructions from staff in relation to safety or the use of facilities or resources.
9. Smoking in a non-smoking area.
10. Activities likely to disrupt teaching, learning for other students, study or research or any other activity of the College/University or obstructing any member of staff or visitor to the College/University in the performance of her/his duties.
11. Not adhering to rules and regulations at work.

These are indicative only and not exhaustive and apply not only when on campus, but during remote delivery, trips and visits and college transport.

Stage 1 Disciplinary

Continuation of offences in Cause for Concern and/or straight to Stage 1 if:

1. Activities likely to disrupt teaching, learning for other students, study or research or any other activity of the College/University or obstructing any member of staff or visitor to the University in the performance of her/his duties
2. Wilful disregard of Health and Safety Regulations in the workshop areas, workplace, tampering with fire extinguishers, fire alarms or electronic equipment, misuse of or altering electrical fittings or unauthorised use of electrical appliances, including driving too fast on campus
3. Attendance and punctuality has not improved in College/Placement or Apprenticeship.
4. Non submission of essential course work
5. Refusal to follow health & safety measures required by latest government /university guidelines if required to protect the health and safety of others.
6. Verbally abusive behaviour and/or inappropriate language
7. Refusing to give their name, address or course, or giving false information to a member of the University staff.

Stage 2 Disciplinary

Continuation of offences in Stage 1 Disciplinary and/or straight to Stage 2 if:

1. Damage or defacement of equipment, facility or property belonging to an individual or the College/University
2. Contravention of the University's Equal Opportunities Policies, including behaviour which is perceived as intimidating or harassing or which interferes with the personal and academic wellbeing of others for example sexual harassment.
3. Wilful removal of any equipment or property belonging to an individual or the University
4. Verbally bullying and harassment or through social media channels.

Stage 3 Disciplinary

Continuation of offences in Stage 2 Disciplinary and/or straight to Stage 3 if:

1. Wilful contravention of the University's Equal Opportunities Policies, Codes of Conduct or other Regulations
2. Behaviour which has a direct and damaging effect on the health and safety of others
3. Advice of a criminal offence post-enrolment, which requires consideration of the potential impact on the University community
4. Use of illegal substances, possession and or providing them to others
5. Possession of an offensive weapon
6. Use or threatened use of an offensive weapon
7. Theft from individuals or the University
8. Threatening or actual violent behaviour.
9. Sexual abuse, harmful sexual behaviours, or assault.
10. Failure to disclose a criminal conviction obtained after registration with the University.
11. Referrals from the University Academic Offence procedures and the DSRL disciplinary process
12. Any further or repeat incident as exemplified in the previous section.

Temporary Suspension

- Does the student's presence on the course/site present a safeguarding risk to the University community or to themselves? If yes, see Temporary Suspension guidelines.

Policies and procedures to be read alongside this policy:

- Fitness to participate in university life.
- Post-16 Young People in Care and Care Leavers agreement
- Safeguarding Policy
- Absence and Attendance
- Social Media Policy
- Anti-Bullying / Child on Child Abuse Policy
- Sexual Misconduct Policy