



Behaviour Management Policy

Reference: GO_03

Policy: Behaviour Management Policy

Owned by: Director of Student & Apprentice Services

Approved by: Board of Governors

Equality analysis date: TBA

Review date: Feb 2026

Date of next review: July 2028

Version: 3 July 2026

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1. Scope

This policy applies to all enrolled students and covers behaviour on College premises or during College-organised off-site activities, or behaviour which brings the College into disrepute, including work related activity (work placement), college educational visits and extends to use of ICT, including e-safety issues.

Work based students, including apprentices, and students in the workplace on industrial/work placement follow the College's behaviour management procedures, with the College informing the sponsoring employer of any sanction issued under this policy.

In this document, where reference is made to students this includes all young people and adults enrolled to courses and programmes of study at all levels, including apprenticeships and Higher Education programmes.

Reference to CLT, this means any manager from the College Leadership Team may be involved as appropriate.

Reference to SLT means any member of the Strategic Leadership team may be involved as appropriate.

2. Purpose

The aim of this policy is to ensure the provision of a positive learning environment; to support the learning process and to provide simple, practical procedures for staff and students that:

- Positively reinforces behavioural norms.
- Recognise and create a culture of professional behaviour across college.
- Promotes self-esteem and self-management.
- Teaches appropriate behaviour through positive interventions.
- Promotes high attendance and punctuality to minimise disruption and to enhance employability skills.
- Build a safe community which values respect, care, ambition and success.

3. Policy Statement

York College is committed to a respectful, caring, ambitious, and successful environment where professional behaviour underpins learning. All staff, students, and visitors are expected to maintain high standards of conduct, take responsibility for their actions, and support others to do the same.

Professional behaviour means conduct that is safe, inclusive, and respectful, as expected in the workplace. The College sets high expectations and provides proactive support to help

students meet them, using a restorative approach that focuses on improvement rather than punishment.

This policy ensures behaviour management is fair, consistent, and free from discrimination. All students, including those with Special Educational Needs and/or Disability (SEND), must follow the policy. Adjustments may be made to meet individual needs, which may include additional meetings or tailored support.

Principles:

- **Recognition:** Positive and negative behaviours should be acknowledged promptly. Staff should actively recognise and reward behaviour that reflects College values.
- **Early Intervention:** Concerns should be addressed quickly and informally where possible to avoid unnecessary escalation.
- **Restorative Practice:** The focus is on helping students meet expectations rather than immediate discipline.
- **Commitment:** By signing the learning contract at enrolment, students agree to these standards.

4. Expectations & Positive Behaviour

4.1 Professional Conduct

York College expects all staff and students to demonstrate professional behaviour at all times. This means acting safely, inclusively, and respectfully, as would be expected in the workplace. To maintain a secure and professional environment, all staff and students must wear their College ID visibly at all times.

- Staff are responsible for enforcing this requirement.
- Students without visible ID cannot access College services.
- Temporary IDs may be issued occasionally, but repeated failure will lead to sanctions under this policy.

Persistent failure to display visible ID is defined as five (5) or more temporary ID issues within a 90-day period and will lead to escalation under the Behaviour Management Policy.

In line with our expectation of professional behaviour, students who choose to smoke or vape must do so only in designated outdoor areas, showing respect for others and for the College environment. Smoking or vaping in buildings, entrances, or non-designated spaces is not permitted and may result in action under this policy

4.2 Anti-Bullying and Respect

We are committed to a safe and respectful community where diversity is valued and differences are celebrated. Bullying, harassment, or discrimination both online and in person, will not be tolerated.

Our approach includes:

- Promoting respect and tolerance across the College.
- Encouraging students to report concerns promptly.
- Addressing incidents quickly and escalating where necessary.
- Linking to safeguarding procedures for serious or repeated cases.

4.3 Recognition and Rewards

Positive behaviour is central to our culture. Staff are encouraged to recognise and celebrate students who exemplify College values through:

- Verbal praise and positive feedback.
- Commendations recorded on ProMonitor.
- Certificates, responsibilities, and positive referrals.

Staff are encouraged to practice positive noticing consistently. Recognising good behaviour reinforces expectations and builds a supportive community.

We acknowledge that medical, behavioural, or emotional challenges may affect behaviour. York College takes a consistent, supportive approach, including referral to wellbeing teams or adjustments under the Fitness to Study framework. This ensures students can meet academic and behavioural expectations without negatively impacting themselves or others.

5. Behaviour Management Process

Where College values are not met, staff must address concerns promptly by identifying the specific issue and applying appropriate behaviour management strategies. Initial responses may include encouragement, support, and informal interventions. Where these measures are ineffective, the formal Behaviour Management Process will apply.

Stages of the Process:

- **Cause for Concern:** An informal discussion to understand the issue and agree on support measures.
- **Verbal Warning:** Issued if concerns persist or for incidents requiring a formal response.
- **Written Warning:** Applied where behaviour does not improve or for serious incidents.

- **Final Written Warning:** Issued when previous interventions fail or for significant misconduct.
- **Behaviour Management Hearing:** Convened if concerns remain unresolved or for gross misconduct.

(See appendix 2 for further detail on stages of the Behaviour Management Process)

At each stage, students have the right to be informed of the reason for the sanction, review the evidence, and present their case before a decision is made.

Failure to attend a scheduled meeting without good reason may result in decisions being made in the student's absence.

Appeals are permitted only against a Final Written Warning or the outcome of a Behaviour Management Hearing. For more information on appeals, see section 7.10.

Where a young person has an Education, Health and Care Plan (EHCP), a relevant learning support staff member who knows the learner must be consulted to inform any formal behaviour management intervention prior to its implementation. At all stages, staff must consider information held on file, including EHCPs, annual reviews and support plans. This consideration may result in additional support being put in place instead of, alongside, or before any behaviour management intervention.

6. Special Considerations & Additional Measures

6.1 Initial Assessment Period

All students undertake an initial six-week assessment period at the start of their programme. This period provides an opportunity for both students and staff to confirm the suitability of the chosen course and the appropriateness of the College environment for each learner. The primary aim is to ensure that every student receives the advice, guidance, and support necessary to achieve their potential.

During this period, the College will closely monitor:

- Attendance and punctuality
- Academic progress and engagement
- Standards of professional behaviour in line with the Student Code of Conduct

The intention is to identify any concerns early and provide timely interventions to support success.

Interventions for Concerns:

If significant concerns arise, such as poor attendance, lack of engagement, or behaviour inconsistent with College values, a Written Warning will be issued as the first formal

intervention. This ensures that students and parents/guardians (where applicable) are fully informed at the earliest opportunity.

The Written Warning will:

- Set clear behavioural and academic targets
- Record any support measures required
- Trigger involvement from Learning Support, wellbeing teams, or careers guidance where appropriate

Progress against these targets will be reviewed weekly by the relevant member of the College Leadership Team, with sanctions adjusted (escalated or de-escalated) as appropriate.

Outcome of Assessment Period:

At the end of the six-week period, if a student has not demonstrated the ability or intention to meet expectations, the College will provide advice and guidance on alternative study options.

Withdrawal During Assessment:

The College reserves the right to withdraw a student with immediate effect during the initial assessment period where continued enrolment is deemed unsuitable. This decision may bypass standard disciplinary or withdrawal procedures and will be authorised by a member of the Senior Leadership Team or an Assistant Director.

Circumstances that may lead to immediate withdrawal include, but are not limited to:

- Incidents of gross misconduct
- Persistent or significantly low attendance impacting achievement
- Situations where continued enrolment is not in the best interests of the student or the College community

6.2 Fitness to Study

York College recognises that medical, behavioural, or emotional difficulties, or other adverse circumstances, may affect a student's conduct and overall ability to engage with learning. In such cases, the College will adopt a consistent and supportive approach to ensure appropriate interventions are in place.

"Fitness to Study" refers to a student's ability to continue or return to their programme of study while meeting both academic and behavioural requirements, without causing an unacceptable impact on the health, safety, welfare, or educational experience of themselves, other students, staff, or the wider College community.

Where concerns about behaviour are linked to fitness to study, these will be managed under the *Fitness to Study Policy* rather than through behaviour management procedures.

For further details, refer to:

[Quality of Education - Fitness to Study Policy.pdf - All Documents](#)

6.3 Cooling-Off Period

A cooling-off period may be applied, without prejudice, to allow a student time to reflect and return to learning in a positive and professional manner.

- This measure can be requested by a member of the College Leadership Team and approved by a SLT member or Assistant Director.
- The period will not exceed one College day, and the student will resume learning on the next scheduled day.
- Parents/guardians (or employers for work-based learners) will be informed where the student is under 18.
- Vulnerable students or those with an EHCP will not be directed to a cooling-off period without prior consultation with parents and either the Safeguarding Manager or Learning Support Manager.

Following the cooling-off period, a discussion will take place under the verbal warning stage to review support needs. While intended as a de-escalation measure, further sanctions may be applied if concerns persist.

6.4 Managed Absence

A managed absence may be implemented, without prejudice, prior to a Behaviour Management Hearing where:

- The student's presence poses a risk to themselves or others; or
- An allegation of gross misconduct requires investigation.

Dual approval must be given by the Duty Principal and a member of the Senior Leadership Team.

For vulnerable students or those with an EHCP, consultation with parents and either the Safeguarding Manager or Learning Support Manager is required before and during the absence.

Where an EHCP is in place, the Learning Support Manager will consider an emergency review in line with the SEND Code of Practice. In some cases, this review may occur before the hearing, extending standard 10 days' timeline.

Any student with an EHCP that requires an absence from learning will be classified as being on a Safeguarding Separation.

While you are on a managed absence, the college will continue to support your learning wherever it is appropriate and safe to do so. During this period, the college will endeavour to provide access to learning materials remotely, enabling you to remain engaged with your

studies. This may include online resources, assignments, and guidance shared through the college's digital platforms.

Your tutor or support team will agree appropriate expectations with you, taking into account your individual circumstances, wellbeing, and readiness to engage. The focus during a managed absence is to support your return to learning at the right time, while maintaining regular contact and ensuring you feel supported throughout the process.

See Appendix 4 for a step by step guide for issuing a managed absence.

6.5 Students with SEND and EHCPs

York College is committed to ensuring that students with Special Educational Needs and Disabilities (SEND), including those with an Education, Health and Care Plan (EHCP), are supported appropriately throughout the Behaviour Management process.

Key Principles:

- **Inclusive Approach:** All students are expected to follow the Behaviour Management Policy; however, reasonable adjustments will be made to meet individual needs.
- **Mandatory Involvement of Support Staff:** For students with an EHCP, relevant Learning Support staff must be involved in all formal stages of the process, including meetings and hearings.
- **Use of Existing Information:** Staff must review all available documentation—such as EHCPs, annual reviews, and support plans—before determining any sanction.
- **Additional Support:** Where appropriate, interventions may include extra meetings, tailored strategies, or wellbeing support. These measures may be provided alongside or instead of disciplinary action.
- **Safeguarding and Consultation:** For vulnerable students, decisions such as cooling-off periods, managed absences, or exclusions must involve prior consultation with parents/guardians and the Safeguarding Manager or Learning Support Manager.
- **Restorative Focus:** The aim is to address behaviour constructively, recognising individual circumstances and promoting positive engagement rather than punitive measures alone.

7. Operational Guidance & Context

7.1 Meetings and Hearings

All meetings and hearings under this policy, excluding informal discussions, Cause for Concern, and Verbal Warnings, will be scheduled at a reasonable time and location to enable student attendance. This includes appeal hearings.

For Final Written Warning meetings and Behaviour Management Hearings, students will receive at least five working days' written notice, unless they choose to waive this right. Notices will include the purpose of the meeting, the stage of the process, and any

documentation to be reviewed.

Students are expected to attend any meeting or hearing to which they are invited. Failure to attend without good reason may result in the meeting proceeding in their absence and a decision being made.

Representation and Support:

- Students may be accompanied by a family member or fellow student.
- For students under 18, a parent or guardian may be requested to attend.
- Learning Support staff will attend for all students with an EHCP.

Meeting Protocol:

- Meetings will be chaired by the appropriate level of College management, relevant to the stage of the process.
- The College will outline the roles of all attendees, present its case, and provide the student with an opportunity to respond fully.
- Where further investigation is required, the College may adjourn the meeting at its discretion.

7.2 Decision-Making

Decisions at all stages will be impartial and based on the principles of fairness and natural justice. Chairs must consider all evidence presented, including mitigating circumstances, before determining an outcome.

7.3 Communication of Outcomes

Where a student is under 18 or has an EHCP, parents/carers will be notified of any sanction and the outcome of meetings or hearings, subject to the student's consent for communication.

For work-based learners and apprentices, employers will be informed of any sanction beyond the Cause for Concern stage.

For Looked After Children, the College will notify the relevant Children and Families Services representative.

7.4 International Students

York College's Behaviour Policy applies to all sponsored students and those on the International Programme, during and outside the college day. Behaviour that breaches International Programme rules or College standards will be managed under this policy to

safeguard international students.

In line with UK Visas and Immigration (UKVI) requirements, the College monitors the attendance and engagement of students sponsored under the Student Route visa. Sponsored students must maintain above 90% attendance and actively engage with their studies and meet all engagement expectations.

Failure to meet attendance or UKVI engagement requirements may result in internal disciplinary action and, where issues persist, withdrawal of sponsorship. Sponsorship withdrawal will be reported to UKVI and will normally lead to visa curtailment, requiring the student to leave the UK or obtain alternative immigration permission. This may affect future visa applications.

7.5 External Placements

Students on external placements (e.g., supported internships, T-Levels) remain subject to the College Behaviour Management Policy for any issues arising on placement or within College. The College will liaise with placement providers to ensure consistency in expectations and responses. Where a student loses a work placement due to inappropriate behaviour or conduct, responsibility for securing a replacement placement will normally rest with the student. The College may provide guidance and support where appropriate, but students are expected to take ownership of identifying and obtaining a new placement opportunity.

7.6 Apprenticeships

For apprentices, workplace issues will be managed under the employer's disciplinary policy. The College may also apply its own Behaviour Management Policy where appropriate, particularly where behaviour impacts College-based learning or reputation.

7.7 Readmission After Exclusion

Exclusion may be permanent or fixed-term. Students excluded until the next academic year who wish to reapply will follow the standard application process and be treated as a complex enrolment, requiring a meeting with a member of the College Leadership Team or delegate.

Returning students agree to resume studies with a Written Warning on file, reviewed within three weeks of course start. This process is restorative, aiming to support improved behaviour. Where standards are not met, sanctions will be applied.

Applications from permanently excluded students will not normally be considered. The College reserves the right to refuse any future application.

7.8 Rolling Forward of Sanctions

Students progressing directly to a new academic year retain their previous sanction level, reduced by one stage. This will be reviewed within three weeks of course start. The process is restorative, recognising positive behaviour while maintaining standards.

7.9 Damage to Premises or Equipment

Students will normally be required to pay for damage or vandalism caused by their actions. The College reserves the right to recover costs and apply additional sanctions where appropriate.

7.10 Appeals Process

Students may appeal a Final Written Warning or exclusion within 5 working days of notification. Appeals must be submitted in writing to the Principal (by letter or email) and may only be made on the grounds of new evidence, failure to consider all evidence, or procedural irregularity.

Appeals will be considered by the Principal, or a nominated deputy with no prior involvement in the case, who will review the meeting records, outcome and appeal submission. The reviewer may, if necessary, invite the student and their representatives to attend an appeal meeting at a mutually agreed time. The student must confirm attendance and provide the names of any representatives at least 48 hours in advance. Failure to attend without good reason will result in the appeal being considered in their absence.

The appeal outcome will be communicated in writing within 5 working days of the final decision. Where an appeal is upheld, the student's College record will be updated accordingly. The decision is final, except where the CEO and Principal made or chaired the original decision, in which case an appeal may be made to the Chair of Governors. Where the original decision was made by a nominated deputy, the appeal will be heard by the CEO and Principal.

7.11 Criminal Disclosures & Risk Management

York College is committed to safeguarding and promoting the welfare of children and adults at risk, and to providing a safe learning environment for all learners, staff, visitors and employers.

Where an applicant or enrolled student discloses (or the College otherwise becomes aware of) a relevant criminal conviction, caution, arrest, police investigation, bail conditions or other ongoing legal process, the College will consider this on a case-by-case basis and may

undertake a formal risk assessment, including (where appropriate) liaison with relevant agencies and/or placement providers. In line with our safeguarding duties, the College reserves the right to refuse admission, withdraw an offer, restrict or amend timetables/placements, or withdraw a student from learning where the assessed risk is deemed unmanageable or incompatible with the safety and welfare of others, the requirements of the course/work placement, or the College's safeguarding responsibilities.

Decisions will be proportionate, based on the information available at the time, reviewed if circumstances change, and made in accordance with college procedures and relevant statutory guidance.

Appendices

Appendix 1: Conduct Standards, Definitions and Serious Misconduct Categories

Code of Conduct

The Behaviour Management Policy should be read alongside the York College Student Code of Conduct, which forms part of the learning agreement signed at enrolment. The Code outlines expectations for:

- Respect, care and professionalism in all interactions
- Positive engagement with learning, attendance and punctuality
- Safe behaviour, including reporting concerns
- Appropriate use of College facilities and technology
- Respect for property and the learning environment

Where behaviour falls below these expectations, this policy outlines the corrective and supportive steps the College may take.

Definitions

Bullying:

Bullying is repetitive, intentional behaviour that causes physical, emotional, social or online harm. It may include:

- Physical acts: hitting, kicking, pushing
- Verbal abuse: insults, threats, derogatory language
- Emotional or social harm: exclusion, humiliation, spreading rumours
- Online abuse: abusive messages, sharing images without consent, coordinated harassment

Harassment:

Harassment is unwanted conduct related to a protected characteristic that creates a hostile, humiliating or intimidating environment. Examples include:

- Sexual comments or gestures
- Racist or homophobic language
- Mocking or belittling someone's disability or belief

Discrimination:

Discrimination is treating someone less favourably because of a protected characteristic. Protected characteristics include:

- Age
- Disability
- Race
- Sex
- Sexual orientation
- Gender reassignment
- Religion or belief
- Pregnancy/maternity
- Marriage/civil partnership

Any discriminatory conduct will be escalated, and safeguarding pathways may be involved depending on severity.

Prejudice-Related Incidents

A prejudice-related incident is any behaviour perceived as prejudiced by the victim or another person, regardless of intent.

Not all prejudice-related incidents are bullying, but all must be recorded and addressed.

Responding to Incidents

The College will take proportionate action, which may include:

- Restorative conversations
- Early intervention through the Behaviour Management process
- Escalation to safeguarding, including child-on-child abuse pathways
- External referrals where criminal or high-risk behaviour is suspected

Examples of Gross Misconduct

Gross misconduct refers to behaviour so serious that it may warrant immediate escalation to a Final Written Warning or Behaviour Management Hearing, and may lead to exclusion. Examples include, but are not limited to:

A) Violence or Threatening Behaviour:

- Physical assault
- Threats of violence
- Serious intimidation or aggressive behaviour

B) Harassment, Bullying or Discrimination

- Sexual harassment or harmful sexual behaviour
- Repeated bullying on or off campus
- Racist, homophobic, sexist or disability-related abuse

C) Misuse of Technology

- Sharing abusive, derogatory or obscene content
- Filming or photographing staff or students without permission
- Online harassment or coordinated abuse

D) Drugs, Alcohol and Other Prohibited Substances

- Possession or use of illegal drugs
- Being under the influence of drugs or alcohol on College premises
- Supplying substances to others

E) Criminal or Dangerous Conduct

- Theft, fraud, vandalism or criminal damage
- Carrying weapons
- Any behaviour that endangers the health, safety or wellbeing of others

F) Reputational Harm

- Behaviour (on or off site) that significantly brings the College into disrepute

G) Safeguarding Concerns

- Any behaviour posing serious risk to a child, vulnerable learner or staff member

Appendix 2: Stages of behaviour management process

Informal

Purpose:

To address low-level, first-time or minor-conduct issues through a quick conversation.

Typical Reasons:

- Minor disruption
- Low-level non-compliance
- First instance of not following expectations

Examples (but not limited to):

- Not wearing or displaying college ID
- Using phone in class after being asked not to
- Low-level chatting and distracting others
- Lateness to class (first or occasional time)
- Eating/drinking in restricted areas
- Failure to bring equipment for a lesson

Process Summary:

Area	Summary
Staff	Any college staff member
How	Brief, immediate conversation
Records	ProMonitor only if repeated
Timeframe	Immediate
Review	Ongoing informal monitoring

Stage 0 — Cause for Concern

Purpose:

For repeated minor issues or a one-off moderate issue requiring targets and follow-up.

Typical Reasons:

- Repeated Stage 1 behaviours
- Concerns affecting learning or progress
- Moderate misconduct that does not warrant a formal warning yet

Examples (but not limited to):

- Persistent lateness
- Repeated failure to follow instructions
- Low-level rudeness or inappropriate tone
- Repeated failure to wear ID
- Minor breach of classroom expectations
- Concerns raised by employer (apprentices)

Process Summary:

Area	Summary
Staff	Any college staff member
How	Restorative conversation and action plan
Records	All discussion recorded; automated email
Timeframe	Immediate contact & priority 1:1
Review	Progress Coach within 4 weeks

Stage 1 — Verbal Warning

Purpose:

For continued non-compliance, escalated behaviour, or a significant one-off issue.

Typical Reasons:

- Continued issues despite a Cause for Concern
- More disruptive behaviour affecting others
- Behaviour showing disrespect or defiance

Examples (But not limited to):

- Walking out of class

- Deliberate non-compliance with staff requests
- Repeated inappropriate language (not directed at others)
- More serious disruptive behaviour
- Repeated failure to meet action plan targets

Process Summary:

Area	Summary
Staff	Tutor/Progress Coach/WBL Assessor/T-Level Reviewer; LS for EHCP
How	Conversation setting improvement targets
Records	ProMonitor + automated email
Timeframe	Immediate contact; priority 1:1
Review	Progress Coach within 3 weeks; max 2 cycles

Stage 2 — Written Warning

Purpose:

For misconduct or persistent issues despite previous interventions.

Typical Reasons:

- Continued non-compliance post-Verbal Warning
- Behaviour with significant impact on class or staff
- One-off serious incidents

Examples (But not limited to):

- Swearing directly at another student (not staff)
- Persistent disruption preventing learning
- Leaving site without permission during timetable
- Accessing inappropriate material on college systems
- Significant refusal to follow health & safety instructions

Process Summary:

Area	Summary
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Staff	CSMs, CLT, Team Leaders; LS for EHCP
How	Parent/guardian informed; formal discussion
Records	Recorded on ProMonitor + email of outcomes
Timeframe	Discussion within 5 days
Review	Staff who issued written warning within 3 weeks; max 2 cycles

Stage 3 — Final Written Warning

Purpose:

- For very serious misconduct or escalation following a Written Warning.
- Typical Reasons:
 - Behaviour posing risk to self/others
 - Repeated refusal to comply
 - Major breach of expectations

Examples (But not limited to):

- Verbal aggression or threatening behaviour
- Swearing directly at a member of staff
- Deliberate damage to college property
- Bringing prohibited items (non-weapon) onto campus
- Significant bullying or harassment incident

Process Summary:

Area	Summary
Staff	Assistant Directors or CLT; LS for EHCP
How	Formal hearing arranged via CLAS
Records	All outcomes on ProMonitor + emails
Timeframe	Hearing within 10 days
Review	Staff who issued final written warning within 2 weeks; max 2 cycles

Stage 4 — Behaviour Management Hearing

Purpose:

Used for major incidents, persistent serious concerns, or where exclusion may be considered.

Typical Reasons:

- Serious gross misconduct that may justify suspension/exclusion
- Failure to comply at Final Written Warning stage
- Incidents requiring SLT/Deputy Principal involvement

Examples (But not limited to):

- Fighting or physical aggression
- Possession of drugs or alcohol on campus
- Serious safeguarding concerns
- Bringing weapons onto campus
- Intentional damage or vandalism
- Theft
- Repeated offensive/abusive behaviour

Process Summary:

Area	Summary
Staff	Chaired by SLT; CLT presents concern
How	Formal hearing with student & parent/employer
Records	ProMonitor + email outcomes
Timeframe	Within 10 working days
Review	Follows stage determined by hearing

Appeal

Purpose:

To provide a fair review where a student contests the decision.

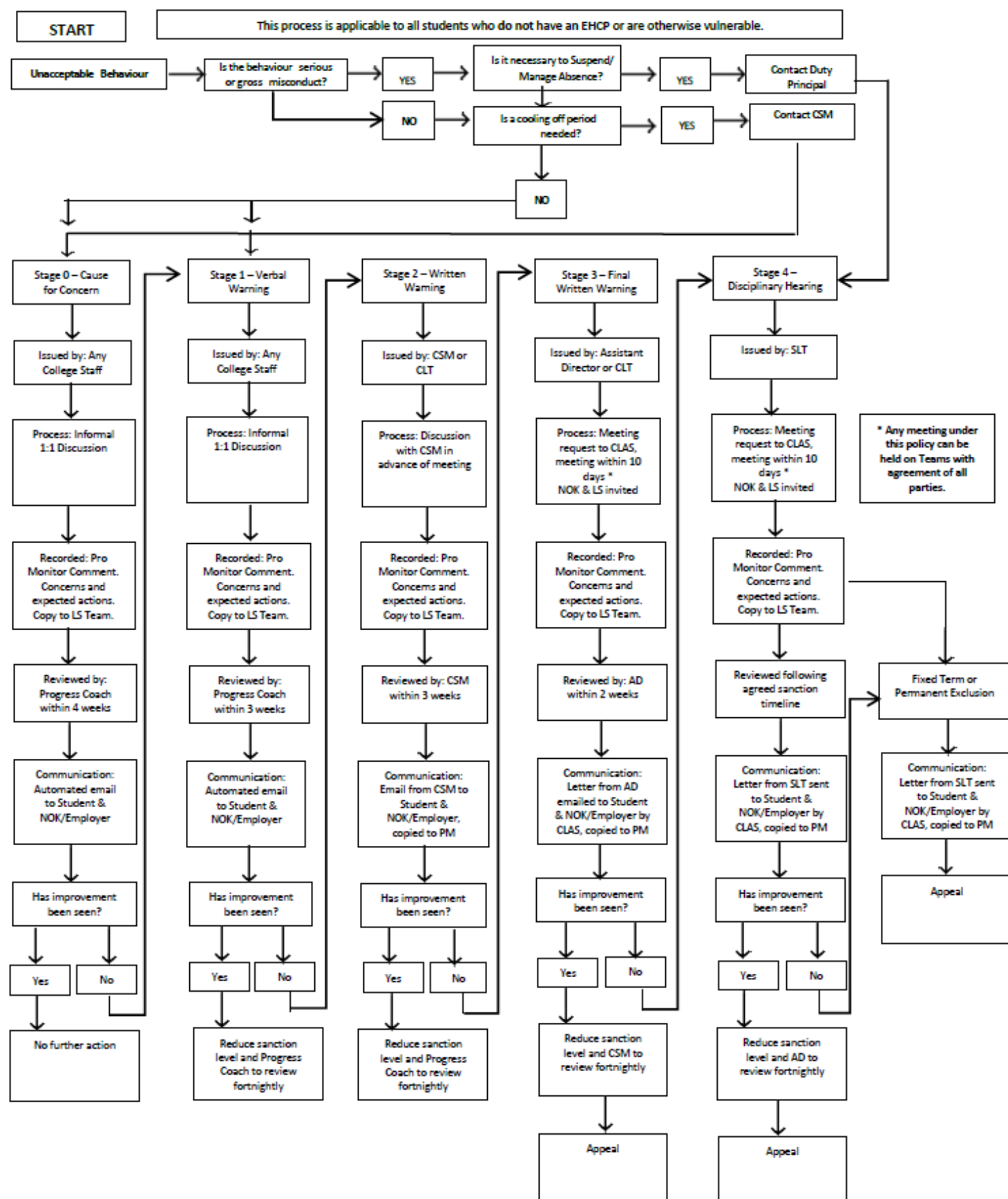
Examples (common grounds for appeal):

- New evidence
- Process not followed
- Disproportionate outcome

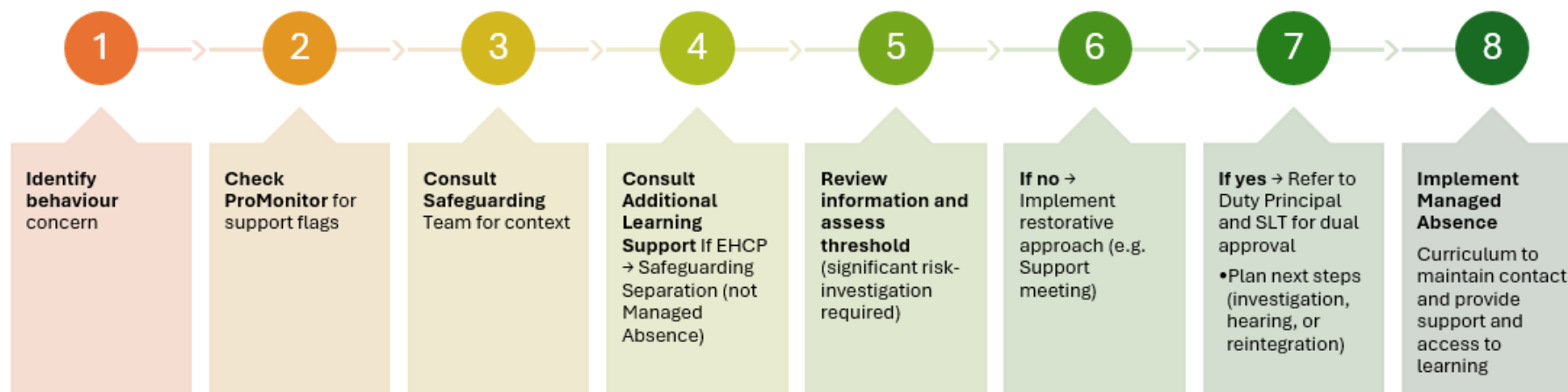
Process Summary:

Area	Summary
Staff	Principal + Deputy Principal/COO
How	Written appeal; meeting if required
Records	ProMonitor + decision letter
Timeframe	Outcome within 10 days

Appendix 3: Disciplinary Flowchart



Appendix 4: Managed Absence Flowchart



Managed Absence should only be used where there is a clear risk or need for investigation. Supportive/restorative approaches should be considered first.

Track changes

Policy: Behaviour Management Policy

Version: Version 2 to Version 3 2026-2028

Date: July 2026

Changes

7.5 External Placement

Added

Where a student loses a work placement due to inappropriate behaviour or conduct, responsibility for securing a replacement placement will normally rest with the student. The College may provide guidance and support where appropriate, but students are expected to take ownership of identifying and obtaining a new placement opportunity.

Policy: Behaviour Management Policy

Version: Version 1 2024-2027 to Version 2 2026-2028

Date: June 2026

Changes

Owner – changed from Director of Further Education to Director of Student & Apprentice Services

Major changes to policy wordings – no changes to index.

The main updates include:

- **Clearer ownership and responsibilities**, with policy ownership now sitting with the Director of Student & Apprentice Services and greater clarity around the roles of CLT and SLT at each stage of the process.
- Explicit reference to the **Fitness to Study referral route**, ensuring that behaviour concerns linked to wellbeing, mental health or emotional needs are managed through appropriate supportive interventions rather than disciplinary processes where applicable.
- An updated **Initial Assessment Period** section, which provides greater clarity around expectations during the first six weeks of a student's programme and the College's ability to withdraw a student where continued enrolment is not suitable.
- New dedicated guidance for **International Students, Apprenticeships and External Placements**, including responsibilities relating to UKVI compliance, workplace expectations and dual accountability between employers and the College.

- A new **Criminal Disclosures and Risk Management section**, providing a clear framework for assessing and responding to convictions, arrests, police investigations, bail conditions and other relevant safeguarding considerations.
- Strengthened expectations around **professional conduct, bullying, harassment, respect and visible ID requirements**, including clarification of the threshold for persistent failure to display College ID.
- A more concise and accessible policy, with the removal of duplication and unnecessary procedural detail, making it easier for staff and students to navigate.

Managed Absence – Important Update

New **Managed Absence** process and accompanying workflow diagram in the appendices.

The introduction of the workflow is intended to provide colleagues with a clear and consistent approach when managing situations where a student's presence may present a significant risk, or where a serious allegation requires investigation. However, it is important to stress that **managed absence is intended as a measure of last resort and not a disciplinary sanction in itself.**

The revised process places a stronger emphasis on our **restorative and supportive approach**. During any period of managed absence, the College will seek to:

- Maintain regular contact with the student.
- Provide access to learning resources where appropriate and safe to do so.
- Agree realistic expectations for engagement.
- Focus on supporting a successful return to learning at the right time.