



Student Positive Behaviour Policy

Purpose

The purpose of this policy is to communicate the expectations and standards of behaviour at Inspire Education Group (IEG). The policy defines; the Student Code of Conduct; high expectations and positive behaviours; managing low-level disruption and describes procedures where expected behaviours are not met.

The Inspire Education group believe effective learning is best achieved in a supportive and mutually respectful environment where high expectations of behaviour towards others and beyond the college community underpin a positive ethos leading to positive employment outcomes.

The policy will also ensure a consistent, person-centred approach in managing student behaviour and the role that College staff play in promoting and embedding positive behaviours.

Scope

- This policy applies to all enrolled students and covers misconduct alleged to have occurred on the college premises or other activity carried out as part of the student's course. This includes work-related activities, college educational visits and the use of ICT including e-safety behaviour which may occur on or off college premises and on College Transport
- School students (aged 14-16) who attend college are expected to follow the college's disciplinary policy but misconduct will usually be dealt with by their school. Where young students attend solely at the college, misconduct will be dealt with by the college
- Apprentices are required to follow the college's Code of Conduct and disciplinary procedures and the college will inform the sponsoring employer
- Parents/carers of students aged under 18 at the start of their course will be informed of disciplinary matters. Once a student becomes 18 they may request that parents are not informed. However, where a student poses a risk to themselves or others the College may consider to contact a parent or next of kin
- The parents/carers of students with learning difficulties and disabilities in receipt of an EHCP or high-needs funding or other vulnerable adults will always be informed of action taken against the student under the college's disciplinary policy
- If a student, who is a Care Experienced is given a formal written warning or suspension or exclusion, their post-16 worker and the Virtual School will be informed. Students with English as their second language will be offered appropriate support with disciplinary procedures

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Policy Author: Assistant Principal, Student Experience and Support

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The Policy Statement

Inspire Education Group recognises that it has a legal and moral duty to provide a safe and secure learning environment for its students, staff and visitors. Mutual respect and tolerance should be encouraged and supported amongst the whole college community. A College-wide commitment to high expectations and improving behaviour will lead to greater student engagement, better support for staff and fewer incidents of negative behaviour.

It is vital as a College group that we recognise and celebrate the achievements of our students to create an environment which encourages and rewards success.

Responsibilities: Applies to all College staff

Staff are expected to maintain consistency in their approach to the management of behaviour for learning. All staff across IEG should commit to achieving consistency for the following actions:

- Be responsible for ensuring that the Student Positive Behaviour Policy including the Student Code of Conduct, IEG Values and College expectations are conveyed and fully explained to students
- Always promote positive behaviours by regularly engaging in conversations with students to help minimise the likelihood of confrontation when poor behaviour is challenged
- Be familiar with and understand the Policy and Procedures (appendix 2) and apply fairly and consistently
- Take responsibility for managing low-level disruption and maintaining good discipline, not only in the classroom but in all College areas, related activities on/off-site and online
- Apply basic ground rules for the classroom consistently and create a climate in which rules are clear, fair and able to engage students by applying a positive approach
- Take responsibility for promoting respectful behaviour within the student population and correcting behaviour where appropriate. Lead by example and model positive behaviours by being respectful, considerate and polite. Reinforce the behaviours we want to see
- Support, praise and where appropriate, reward good/excellent behaviour
- Be vigilant and aware of peer-on-peer abuse and aspects of sexual harassment and understand what actions they must take in line with the Safeguarding Policy and Procedure
- Promote positive relationships between student peers that demonstrate mutual respect, trust, honesty and equality and promote understanding of how an unhealthy relationship looks and feels and how to seek help and support

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- In line with legislation including 'Keeping Children Safe in Education' staff will maintain contact with parents/carers of students up to the 31st August following their 18th Birthday (or EHCP up to the age of 25 where appropriate) as well as employers of apprentices or sponsored students, of informal behaviour management and formal disciplinary procedures and encourage involvement, including attending meetings and promoting positive student behaviour supporting successful outcomes and career progression

Student

Each student should demonstrate that they have read and understood the expectations and agree to them and their individual responsibility to work towards the Code of Conduct (Appendix 1) at all times.

Students are required to indicate this on their learner ILP on ProPortal – 'Induction checklist' section to demonstrate their understanding and commitment; this should be done within the first two weeks of them starting on their course.

This agreement forms a contract between the college and the student and should be used to promote positive behaviour for learning.

Related Documentation

- Appendix 1-Student Code of Conduct
- Appendix 2- Disciplinary Procedures
- Appendix 3-Student Positive Attendance and Timekeeping Guidance
- Appendix 4 - Dealing with Offensive Language related to the Protected Characteristics
- STU003 - Fitness to Study Policy
- IEG Procedure for De-escalation
- IEG Searches Procedure
- IEG Student Smoking, Vaping and Substance Misuse Procedure
- STU005 - Bullying and Harassment Policy
- SAF001 - Safeguarding Policy

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STUDENT CODE OF CONDUCT



Inspire
Education Group

In order to benefit from your Study Programme and achieve positive outcomes we expect you to take full responsibility for your behaviour, attitude and learning. As an IEG student you are expected to:

BE READY

- Dress appropriately for College and be ready for work relating to your chosen study programme.
- Attend all timetabled classes and arrive on time. Inform the College by 8.30 am if you are absent.
- Strive to achieve 100% attendance for all aspects of your study programme including maths and English.
- Complete work to the best of your ability and meet deadlines. If a deadline cannot be reached, speak to your tutor as soon as possible.
- Be prepared for lessons with the correct equipment, uniforms and Personal Protective Equipment (PPE) if required.
- Always show motivation and a positive attitude towards your learning.
- Take responsibility to ensure that a suitable device to access online lessons is charged, has a good internet connection and is in good working order.
- Make sure your mobile phone is on silent unless being directed by a tutor to use it as part of your lesson.

BE SAFE

- Wear your College ID and lanyard at all times and show it when requested by a member of staff.
- Not misuse bus passes or College ID, including not sharing with other students and allowing non-College individuals on site.
- Register any vehicle when using car parks, arrive with care, adhere to speed limits and only park in designated areas.
- Not be in possession of an offensive weapon, including knives and sharp objects.*
- Not consume, be under the influence of, supply or be in possession of alcohol, illegal drugs or drug paraphernalia on College premises, College transport or whilst engaged in any College-related activities.
- Inform the College of any changes to personal details or circumstances that may affect your studies. This may include, a change of address, becoming a Young Carer, being made homeless or obtaining a criminal record.
- Smoke and vape only in the designated areas.
- Not consume food and drink in the classroom (except bottled water).
- Adhere to the IT Code of Conduct and not misuse any College equipment, computer network or try to access prohibited websites.*
- Refrain from inappropriate use of the internet, social media platforms, live streaming sites, chat apps and forums to read and share inappropriate media/indecent and abusive images/pornography whether consensual or non-consensual.*

*In incidents related to a potential crime or criminal behaviour the Police will be informed.

BE RESPECTFUL

- Towards the College facilities, campus grounds, College transport, the local neighbourhood, community and the environment including; not leaving litter, leaving social spaces tidy, refraining from loud music and antisocial behaviour or bringing the College into disrepute.
- Refraining from what might be deemed to be violent, aggressive or intimidating behaviour against any member of the College community including offensive language, making rude or derogatory remarks or swearing.
- Refraining from disrespectful, discriminatory attitudes and behaviours towards others including comments that focus on an individual's age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- Refrain from recording of staff members (either audio or visual) without their consent.
- Of the College 'Bullying and Harassment' policy and expectations. The College operates a zero tolerance policy towards sexual harassment and sexual violence which is not acceptable under any circumstances. This includes:
 - Incidents of sexism/sexist comments, misogyny/misandry, homophobia and biphobic offensive language.
 - Banter which is offensive or derogatory where an individual feels offended.
 - Negative behaviour that is intended to make someone feel upset, uncomfortable or unsafe.

I understand the College's expectations and agree my responsibilities during all College activities while on College premises, College transport and also activities off-site where I represent the College.

Student Name (Print)

Student Signature

Date



Disciplinary Procedure

Informal Procedure

All staff employed by the College carry responsibility for the informal disciplining of students. Staff have a duty to intervene when behaviour does not meet expectations as set out in the Student Code of Conduct.

Challenging behaviour does not always take place in the classroom; therefore, all staff should have a robust understanding of how to challenge and direct students towards positive behaviour.

Our aim, through the use of restorative approaches, is to seek positive outcomes for all involved through understanding individual situations, conflict resolution and mediation. The aim is that students manage and take responsibility for their own behaviour.

All College staff will consistently promote positive behaviours and directly challenge low-level disruption on a regular basis. Initially, issues would be a matter for discussion between a member of staff and the student concerned. It must be made clear to the student how their behaviour must change and the Informal Meeting must be logged as a Cause for Concern (C4C) Meeting on ProMonitor with the agreed actions.

What needs to happen:

- A person-centred approach should allow the Student to have the opportunity to reflect upon what happened and who was impacted
- Students are supported to agree specific actions, which are reviewed on a given date
- Staff record on ProMonitor in the meetings section and add a comment to alert relevant staff
- If required referrals should be made for further College support services to;
 - The Student Mentors and/or Student Wellbeing Services for issues affecting behaviour such as; anxiety, self-esteem and confidence
 - Appropriate external agencies for specialist support

Most minor breaches of the Student Code of Conduct are addressed and successfully resolved at a local level, by swift and effective informal intervention by the member of staff witnessing low-level misconduct or low-level classroom disruption.

Every effort will be made to avoid the use of formal disciplinary action where behaviours can be remedied through informal procedures.

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Formal disciplinary action will only be triggered when:

- Misconduct has exhausted the stages of informal cause for concerns
- Serious misconduct is alleged

***If a student is below the age of 18 at enrolment, their parents/carer/guardian should be kept informed of any concerns.**

*As part of the Terms and Conditions on the online Enrolment Form, students are signposted to the following statement 'We ask permission to continue to contact parents for the duration of your enrolment/attendance with IEG.'

Training for staff on effectively managing low-level disruption in classrooms and around campus is available through requests to the Head of Faculty.

First Six Weeks/Steps to Success

As part of the student induction, the Student Code of Conduct, Ready to Work and the College expectations will be explained to all students. Students are required to commit to working towards achieving expected behaviours and take full responsibility for their behaviour, attitude and learning by signing their Code of Conduct.

During the first six weeks of a full-time 16-18 study programme, we will monitor attendance, punctuality, behaviour and standard of work. There will be a review point to ensure students are on the right level and right course and if a student is deemed at risk and not meeting the expectations of the college a Learning and Behaviour agreement will be implemented and recorded on ProMonitor.

If during this period of time it is felt the student is not meeting the required expectations and progress, the Head of Faculty with agreement by the Assistant Principal, has the liberty to suggest either transferring the student to another course or seeking alternative options for that student; this may include withdrawing from the College without recourse to the College's disciplinary policy.

If a student is below the age of 18 at enrolment, their parents/carer/guardian should be kept informed of any concerns.

Where students are a cause for concern at the recruitment or offer stage because of previous behaviour they should be placed on a Learning and Behaviour Agreement as a pre-condition of enrolment at the start of their course and reviewed as part of the 6 weeks steps to success.

The agreement should be drawn up, with the student and as part of a discussion on what conditions should be in place, so all parties are clear of the expectations. Templates are available from Faculty Administrators

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Fitness to study

Inspire Education Group is committed to the support of student's health and wellbeing and recognises the importance of this in relation to their academic progress and achievement.

The Fitness to Study procedure is a supportive approach which can be used by staff when students are unable to meet course requirements in terms of attendance, participation in class or completion of work due to cases in which the health and wellbeing or risk presented by the student is perceived to need initial support, or of a serious or potentially serious nature.

This policy has three formal stages depending on the perceived level of risk, the severity of the circumstances and the students' engagement with efforts to respond. Based on the perceived level of risk to the health, safety and mental wellbeing of the student or others, this policy may be invoked at any of its three levels.

Concerns should be acted on promptly as early intervention and support can result in better outcomes for the student and may avoid the situation becoming more complex.

The Fitness to Study Policy should be considered as an alternative to other means of managing concern about academic conduct or progress where there is sufficient concern that a student's behaviour, attendance and academic progress could be the result of mental or physical ill health or disability or have an impact on the health and safety of other people.

Cause for Concern (C4C)

A Cause for Concern (C4C) can be issued by any staff member for minor concerns regarding attendance (see Attendance details below), low-level concerns. For example, missing a deadline for the first time or low-level; littering. The student should be made aware that they are receiving a C4C and this should be recorded on ProMonitor. There should be a maximum of three C4Cs issued before moving a student onto Level 1 of the disciplinary process.

Attendance

It is the responsibility of all teachers and Student Mentors to monitor the attendance and punctuality of their groups and ensure swift action is taken to address any students at risk.

Students are expected to attend for 100% of the time and the College will take action if a student is absent without satisfactory explanation or their attendance causes a concern.

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A student, whose attendance consistently falls below 95% or becomes unacceptable without good reason, persistent absence will receive a Cause for Concern (C4C) from a Student Mentor/Course Coordinator/Tutor and parents/guardian/carer/employer will be informed via telephone and an attendance improvement plan will be triggered.

A follow up attendance letter and copy of the plan will be sent to the parent/guardian/carer/Employer. The Student Mentor and Course Leader/Tutor will enter the Cause for Concern meeting (C4C) on ProMonitor and monitor weekly to ensure attendance improves.

Where attendance does not improve and there are further C4C in relation to attendance then this will trigger Level 2 Formal Verbal Warning as part of the formal disciplinary process.

Specific guidelines on managing attendance can be found in the Student Positive Attendance and Timekeeping Guidance (Appendix 3). Managers and staff are advised to refer to the protocols outlined in the guide regarding the management and intervention for attendance.

Academic Standards

All courses depend on high levels of a commitment, application to study and the production of required work by the student. This will include, but will not be limited to:

- Completion and submission of assignments/coursework on time
- Completion of homework and research set to aid learning
- Engagement and progress being made in class

A student who fails to meet these requirements without satisfactory explanation will be regarded as neglecting their academic obligations. In the first instance, the Course Coordinator/Tutor will hold a Progress Review meeting that will be recorded on ProMonitor (under Manage Learner Meetings) in line with the Academic Performance Guidelines.

If the student's performance still does not improve and it is felt they are unlikely to succeed on the course, the Student Disciplinary procedure will be triggered in agreement with the Head of Faculty.

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FORMAL PROCEDURES

The disciplinary policy applies to all students at the college and is used to deal with a minority of cases where informal intervention following a Cause for Concern(C4C) are not successful or appropriate. It consists of four levels; a student can enter the process at any level depending on the nature and severity of the case.

Protected Characteristics

Any incidents that relate to the protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) must be raised with the Duty Principal and the Assistant Principal - Student Experience and Support to ensure there is an appropriate and fair outcome to the related incident.

Summary of disciplinary stages

Stage		Responsibility	Action	Follow-up required
Level 1	Informal warning	All staff including, but not limited to, English and Maths, Student Mentors and Course Tutor	Inform parents, carers, guardian	Inform parents, carers, guardian/ALS/Wellbeing/Safeguarding - who will notify relevant external services
Level 2	Formal verbal warning	Course Tutor/ Assistant Head of English and Maths/ Curriculum Leader/ Assistant Head of Faculty	Inform parents, carers, guardian Learning and Behaviour Agreement required	Inform parents, carers, guardian/ALS/Wellbeing/Safeguarding - who will notify relevant external services i.e. Virtual School. Social Worker.
Level 3	Formal meeting	Head of Faculty and English and Maths Head of Faculty where relevant	Inform parents, carers, guardian Learning and Behaviour Agreement required Issue of Written Warning	Invite parents, carers, guardian/ ALS/Wellbeing/Safeguarding - who will invite relevant external agencies e.g. Social Worker to attend.
Level 4	Formal meeting and/or hearing following	Assistant Principal and Head of Faculty and English and Maths Head of Faculty where	Inform parents, carers, guardian Learning and Behaviour	Invite parents, carers, guardian/ ALS/Wellbeing/Safeguarding - who will invite relevant external agencies e.g. Social Worker to attend

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	suspension (which could lead to exclusion)	relevant	Agreement required Issue of Final Written Warning if the outcome	
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Misconduct

Where normal behaviour management approaches have been exhausted and the student continues to ignore or not respond to staff instructions, guidance and reprimands then the formal disciplinary process may be triggered. The Duty Principal will refer cross-college campus behaviour issues to the respective Faculty, Head of Faculty or Assistant Head of Faculty where necessary.

Zero Tolerance

Zero Tolerance means totally unacceptable and the College will take action. This may not always be exclusion from the College. The appropriate disciplinary stage may be used. The College operates a zero-tolerance policy relating to drugs, substance misuse and paraphernalia, alcohol related incidents, violence, including bullying, cyber bullying and harassment or criminal activity including offensive weapons. This may lead to suspension pending an investigation and possible exclusion from the College.

Definitions of unacceptable conduct:

Any conduct that adversely interferes with teaching and learning; is disrespectful to other members of the College community or property, or breaches the Code of Conduct (appendix 1).

The following illustrates behaviour, which is likely to signify misconduct/gross misconduct, but is neither exclusive nor exhaustive.

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Misconduct

- Persistent lateness or absences without an acceptable explanation
- Rude or unruly behaviour which is disruptive to staff and /or students
- Persistent lateness in submitting work or non-completion
- Persistent failure to engage and complete work
- Persistent Smoking/Vaping outside of designated areas
- Consistent and repeated disruption to the learning of others
- Anti-social behaviours or attitudes towards staff, students, visitors and college neighbours
- Misuse of College bus passes/College ID
- Parking misdemeanours on College property and within the vicinity of the College
- Disrespectful towards the college facilities and environment e.g. leaving litter, not leaving social spaces tidy

Gross Misconduct

- Breaches of the Equality and Diversity policies and practices and the Bullying and Harassment Policy demonstrating behaviour including sexual harassment and violence, incidents of sexism/sexist comments, misogyny/misandry, homophobia and biphobic disrespectful attitudes and behaviours towards others including:
 - o 'banter' which is offensive or derogatory where an individual feels offended
 - o negative behaviour that is intended to make someone feel upset, uncomfortable or unsafe
 - o 'banter' used to excuse behaviour that could actually be bullying
 - o comments that focus on an individual's age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Abuse of the College's computer network and inappropriate use of the internet, social media platforms, live streaming sites, chat apps and forums and to read and share inappropriate media/indecent and abusive images/pornography whether consensual or non-consensual
- Offensive language, swearing directed towards others (staff, students, visitors)
- Bringing the College into disrepute either on or off premises
- Persistent Plagiarism
- Persistent Malpractice (academic cheating) – see Academic Assessment and Malpractice Policy
- Violence or threats of violence towards staff, students, visitors
- Serious breaches of the Health and Safety requirements of the College
- Possession, use or association with dealing or handling any alcohol or illegal drugs in College, on College transport, during break and lunch times off-site, or associated premises
- Incapacity caused by being, or appearing to be, under the influence of alcohol, illegal drugs or solvents

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- Selling of vapes and/or cigarettes to others
- Where any member of staff has reason to believe that a student may have committed a criminal offence the college may refer the matter to the police. Any criminal activities affecting the College, its students, staff or visitors including:
 - Endangering or causing injury to others
 - Possession of an offensive weapon
 - Theft of personal, College property
 - Deliberate damage to College property, equipment
 - Hate crimes
 - Sexual Violence

In the event of an alleged case of gross misconduct, a student may be suspended from College immediately by the Head of Faculty/Duty Principal (following authorisation from the Assistant Principal, or appropriate senior staff member), pending a Level 4 Formal meeting. A thorough investigation into the facts and a compilation of related evidence, incident records and statements are required to support the meeting/hearing.

Under normal circumstances, such a suspension may be for no more than five college days. Students under 16, at the time of suspension, should not be sent home unaccompanied and their parents/carers/guardians contacted prior to them leaving the college site. The Duty Principal or Head of Faculty should contact the student's parents/guardian/carers, to see if the student can be collected.

Where practicably possible, students should be given work to complete during any period of suspension, so they do not fall behind with their study programme progress.

Vulnerable and SEND Students:

The Safeguarding Team and appropriate ALS and SEND team members should be informed about ALL stages of the process for students with an identified need. External agency professionals and social workers for Children in Care should be invited at relevant stages of the process as appropriate, in liaison with the relevant internal SEND and Wellbeing team members.

All students with an EHCP must have an emergency review with the Local Authority when an exclusion or withdrawal is being considered, or has taken place. This will be coordinated by the SEN Coordinator.

Restorative practice

We seek to support students to continue their studies wherever possible. Where appropriate, we will instigate a 'Restorative Practice' meeting for incidents such as assault or drug-related activity. The purpose of this is to have an open dialogue with the student about their actions and the impact of these on themselves and others.

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When considering a restorative approach, thought must be given to any victims or witnesses in a given incident. Where relevant, a risk assessment will be put in place to support all parties involved.

Restorative Practice meetings should take place as soon as possible following a disciplinary meeting or hearing. This should be, where possible, within 2 working days of the student returning to college. (This may be delayed where there are other factors to consider, such as timetables, term dates and Work Experience).

These meetings will be held with the student, and led by key staff members, such as the Duty Principals, and Assistant Principals for Student Experience and Support. The meeting will be recorded on ProMonitor as a meeting type.

Procedure

All levels of the disciplinary process must be fully recorded on ProMonitor to enable staff across the organisation to see clearly what level a student is on, and what sanctions are in place.

Level 1 Informal Warning

This level should be implemented where persistent incidents occur and a maximum of three Cause for Concern(C4C) are recorded in ProMonitor under meetings.

This level should also be instigated for attendance concerns where informal meetings with the Student Mentor have not resulted in the targeted improvement.

Delivery staff should use appropriate supportive sanctions and plan follow-up support measures including appropriate targets agreed. Ensuring all are recorded on ProMonitor as a disciplinary meeting. Staff should meet with the student and inform them of the potential consequences if the targets set are not met.

Where English and maths teachers are unable to hold these meetings due to student non-attendance, the teacher should liaise with the appropriate Student Mentor, Tutor, Assistant Head of Faculty or Apprenticeship Officer to action.

Where cross-college issues are raised by the Duty Principal delegation to the relevant Tutor/ Assistant Head of Faculty or Apprenticeship Officer to action.

All staff involved in the teaching and support of the student and the parents/guardians/carers will be informed of the outcome of Level 1.

Level 2 Verbal Warning

If a student is not making the academic progress expected of them due to improper conduct, behaving disruptively or is guilty of misconduct then a Level 2 meeting should take place and a Verbal Warning given.

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A Learning and Behaviour Agreement will be issued and signed by the Course Tutor/Assistant Head of English and Maths/ Assistant Head of Faculty/Duty Principal and student and recorded on ProMonitor. At the end of the agreed period (maximum of four weeks) a meeting will take place with the relevant aforementioned staff member and student to review the actions set out in the Learning and Behaviour Agreement.

If the learning and Behaviour Agreement is completed satisfactorily and signed off, the disciplinary procedure stops at Level 2 and the outcome is recorded on ProMonitor.

If the student has failed to show the required improvement, the Head of Faculty should be advised to consider the individual case and decide if Level 3 should be invoked.

All staff involved in the teaching and support of the student and parents/guardians/carers will be informed of the outcome of Level 2.

Level 3 Formal Meeting and or Hearing resulting in Formal Written Warning - chaired by Head of Faculty

If the Level 1 and 2 procedures have been exhausted and the student fails to adhere to the college's code of conduct and expectations, or incidents are deemed to be misconduct the student will be required to attend a Level 3 meeting.

The meeting will be organised and held by the Head of Faculty if appropriate, with 5 days' notice and the parents/guardians/carers will be invited to attend along with any external agencies including Social Workers if known to the Safeguarding/Wellbeing and ALS teams.

The Head of Faculty will chair the Level 3 meeting. Issues giving rise to the disciplinary will be discussed, evidence shared and expectations clearly set with an agreed way forward.

The Head of Faculty will send written confirmation of the outcome and where relevant a copy of the agreed Behaviour and Learning agreement to the student and the parents/guardian/carers and employer (if the student is under 18).

After an agreed period of time (up to four working weeks), a review of the actions agreed at the Level 3 meeting will take place with the student and the outcome will be recorded on ProMonitor and shared with the student and the parents/guardian/carers and an associated employer (if the student is under 18.)

If the learning and Behaviour agreement is completed satisfactorily and signed off by the student and Head of Faculty, then the disciplinary procedure stops at Level 3 and evidence is recorded on the student's ProPortal.

If after the agreed period of time there is no evidence of improvement/progress, the outcome will be:

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- A. The student may decide to withdraw from the subject/course and be referred to the Admissions / Information, Advice and Guidance Team; **or**
- B. The final formal disciplinary meeting (Level 4) may be invoked by the Head of Faculty

If the student has made some progress towards complying with the agreed course of action, the Head of Faculty may agree to a two working week extension to allow for completion. If at the end of the two working week extension the student has failed to comply with the agreed course of action, the student may decide to withdraw from the subject / course. Otherwise, the Head of Faculty will inform the Assistant Principal and the formal disciplinary meeting will be invoked (Level 4).

In some instances, a Level 3 investigation hearing may be held, where all evidence collated will be shared with the student so a decision can be made. This may result in:

- A. No further action
- B. A written warning will be issued specifying the reasons for the warning and the consequences of further misconduct. A Learning and Behaviour Agreement will be agreed and signed by the Head of Faculty and student and recorded on ProMonitor

All staff involved in the teaching and support of the student will be informed of the outcome as appropriate.

Level 4 Formal Meeting and or Hearing following resulting in Final Written Warning or exclusion - chaired by Assistant Principal

Suspension due to Gross Misconduct

Suspension in this case is not a punishment or an indication of guilt, but an opportunity for the college to investigate the allegations.

In some circumstances, a student will be asked to enter into a 'period of reflection/cooling off period' after an incident. This can mean time away from college for a maximum of two days to support both alleged perpetrator/s and alleged victim/s.

A return plan and/or Learning Behaviour Agreement should be put in place by the Head of Faculty to enable the student to return to college.

In the event of an alleged case of gross misconduct, a student may be suspended from College immediately by the Head of Faculty/Duty Principal (following authorisation from the Assistant Principal), pending a Level 4 Formal meeting.

A thorough investigation into the facts and a compilation of related evidence, incident records and statements are required to support the meeting/hearing.

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Responsibility: Assistant Principals, Student & Staff Experience

Issue: September 2024

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Review Date: September 2025

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Where the police have been involved or a referral made proceedings may be suspended pending the outcome of police enquiries and any charges which may be brought against the student.

Where the student has been suspended, when the results of those enquiries and any criminal proceedings are known, the College reserves the right to recommence proceedings under this procedure in relation to the matter.

The following actions should be taken:

- Security and nominated Senior Management should be notified of the suspension as soon as practicable and a notification placed on ProMonitor
- For students, up to the 31st August following their 18th Birthday (and EHCP up to 25 where appropriate) parents/carers/guardians will be informed. Apprenticeship students: the employer will be informed
- A suspended student will be given written confirmation of the suspension and the reason for the suspension. The student should not return to the College premises unless agreed by the Head of Faculty or another appropriate staff member.
- The suspension will be kept under review, and time limits will be set for the review to take place, depending on the circumstances of the case and the availability of evidence and witnesses
- A suspended student will receive work to be completed at home during the suspension period. This will usually be provided by the curriculum team via email/Google classroom
- Arrangements are to be made for a suspended student to sit any planned exams, so as not to be disadvantaged
- If a student has planned work experience during a period of reflection or suspension, then an assessment by the Head of Faculty/Assistant Head of Faculty will be required to establish if the student should still attend their placement. Consideration must be made to safeguard the student, the work placement provider and their employees and clients/customers.

It is envisaged that apart from the most exceptional cases the suspension would be for no longer than 1 week. However, this may not always be possible depending on the complexity of an investigation. The student/parent/carer/guardian will be notified of any delays.

Further Misconduct following Level 3 Formal Written Warning

If a student has failed to comply after a Level 3 formal written warning and where further misconduct or breaches of the Student Code of Conduct occur, the student will be asked to attend a Level 4 disciplinary meeting with the Assistant Principal.

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The following procedure will be implemented by the Assistant Principal;

Level 4 Formal Meeting Procedure

The student shall be notified in writing that they are required to attend a formal disciplinary meeting. The meeting will normally take place within a maximum of 10 working days of the student being notified of the meeting.

The student should attend the meeting in person, and/or be entitled to be represented by a friend, or a fellow student or relative. This can also include a translator, if required, for ESOL students.

Where the police are involved the college will be proactive in seeking information from them as to the progress and outcome of any investigation. The police may advise the college on the risk posed by a student returning to college but any final decisions remain with the college. It should be noted that whilst a criminal allegation may be dropped, the College may still take disciplinary action based on the level of misconduct.

The formal disciplinary meeting will be chaired by the Assistant Principal along with a panel which may include other members of the Colleges Extended Leadership Group including the Head of Faculty and/or Head of Student Wellbeing and Engagement and/or Head of SEND & ALS

The Assistant Principal will be responsible for convening the meeting and for ensuring that the meeting is recorded and conducted in a mutually respectful manner. The student (and/or representative) will have the opportunity to summarise their position. A faculty administrator will be present to take notes from the meeting.

All evidence must be submitted to the Assistant Principal promptly, and at least 24 hrs before the meeting, for all information to be reviewed. This should be provided by the relevant staff member/s. For example, Duty Principal, Assistant Head of Faculty, Faculty Administrator.

To ensure the disciplinary outcome is reasonable, account will be taken of:

- Evidence presented, such as statements and CCTV footage
- The student's previous disciplinary and academic record
- The outcome imposed in similar cases in the past, though each case will be decided on its specific evidence and the panel will exercise discretion;
- Any mitigating circumstances which might make it appropriate to lessen the severity of the outcome

The Assistant Principal will communicate the outcome of the formal meeting to the student (and representative), and relevant persons.

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The decision may be:

- A. That no further disciplinary action should be taken
- B. The student will be issued a Final Written warning and Learning and Behaviour Agreement issued - this is up to 12 months (if issued in Term 3, this can be extended into the following academic year and reviewed at the end of Term 1)
- C. If gross misconduct relates to a drug offence or assault, it may be agreed at the hearing that a Restorative Practice intervention meeting should be held within the return timeframe. This would be in addition to the Final Written warning and Learning and Behaviour Agreement issued
- D. The student is excluded for the rest of the academic year across IEG
- E. The student is permanently excluded from IEG
- F. The student will be asked to withdraw from the course

The Vice Principal should always be made aware by the nominated Assistant Principal of the need to exclude a student. The student identification card and lanyard will be retained by the College.

If the student is permanently excluded, the letter will be sent from the Assistant Principal and will indicate the student's right to appeal against the decision.

If appropriate, a Final written warning will be issued specifying the reasons for the warning and the consequences of further misconduct. A Learning and Behaviour Agreement will be agreed and signed by the Assistant Principal and student and recorded on ProMonitor.

The Assistant Principal will send written confirmation of any Final written warning and the agreed Learning and Behaviour Agreement to; the student and the parents/guardian/carers and employer (if the student is under 18).

After a period of up to four working weeks, a review meeting will take place with the student and the outcome will be recorded on ProMonitor and shared with: the student and the parents/guardian/carers and an associated employer (if the student is under 18)

Failure to comply with the agreed conditions will result in immediate permanent exclusion until an agreed date, at least after the end of the current academic year, as decided by the Assistant Principal.

If the student is permanently excluded they will be withdrawn with immediate effect, the right to participate in external assessment is forfeited and the exclusion will be recorded on the student file.

All staff involved in the teaching and support of the student will be informed of the outcome as appropriate.

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Appeal Procedure

Grounds for Appeal

All students have a right to appeal against the Assistant Principal's decision for a permanent exclusion from the College.

Notice of Appeal

The request should be made in writing and lodged with the Vice Principal, within 10 working days of the notice of exclusion, stating the reasons for the student's appeal.

The recommendation will not be considered by the Vice Principal, until the expiry of the appeal period. If no appeal is made within the time allowed, there will be no further opportunity for a student's case to be heard at a disciplinary hearing.

Any documentary evidence should be sent to the Vice Principal at least three college days prior to the hearing.

It is recognised that some students might not have support to appeal due to the absence of an advocate, appropriate next of kin, or a language barrier. This can be raised by any staff member, to a member of the Student Wellbeing team and alternative support sought. This could be from an appropriate staff member, a trusted person or external agency, such as a Social Worker, Virtual School or translator.

Appeal Meeting

The appeal meeting will take place as soon as it is reasonably possible to do so, and within 15 working days of the notice of appeal being lodged.

The student will be given at least 5 days' written notice and should attend the appeal meeting in person, and/or be entitled to be represented by a friend, or a fellow student or relative.

This can also include a translator, if required, for ESOL students. If no-one attends, then the meeting will be rescheduled without reasonable cause, the appeal will be dismissed.

The Assistant Principal who made the recommendation will be present at the meeting. The Vice Principal may invite other Senior Managers to be present at the hearing to provide balance.

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If the appeal is dismissed, the recommendation of the Assistant Principal will stand.

The final decision of the Vice Principal will be reached within 5 working days of the appeal meeting and confirmed in writing to the parents/guardian/carers and employer/sponsor, if appropriate and relevant. The decision of the Vice Principal is final. If the decision to exclude the student is upheld, the student will be offered support by the College's Student Wellbeing Service Team and Careers Advisor.

Advice and guidance will be provided as appropriate and all reasonable steps will be taken to support the student with an appropriate next step.

Where a student is not permanently excluded following an appeal meeting, the outcome and agreed conditions will be placed on Pro Monitor. Failure to comply with the agreed conditions will result in immediate permanent exclusion until an agreed date at least after the end of the current academic year as decided by the Vice Principal.

All staff involved in the teaching and support of the student will be informed of the outcome as appropriate.

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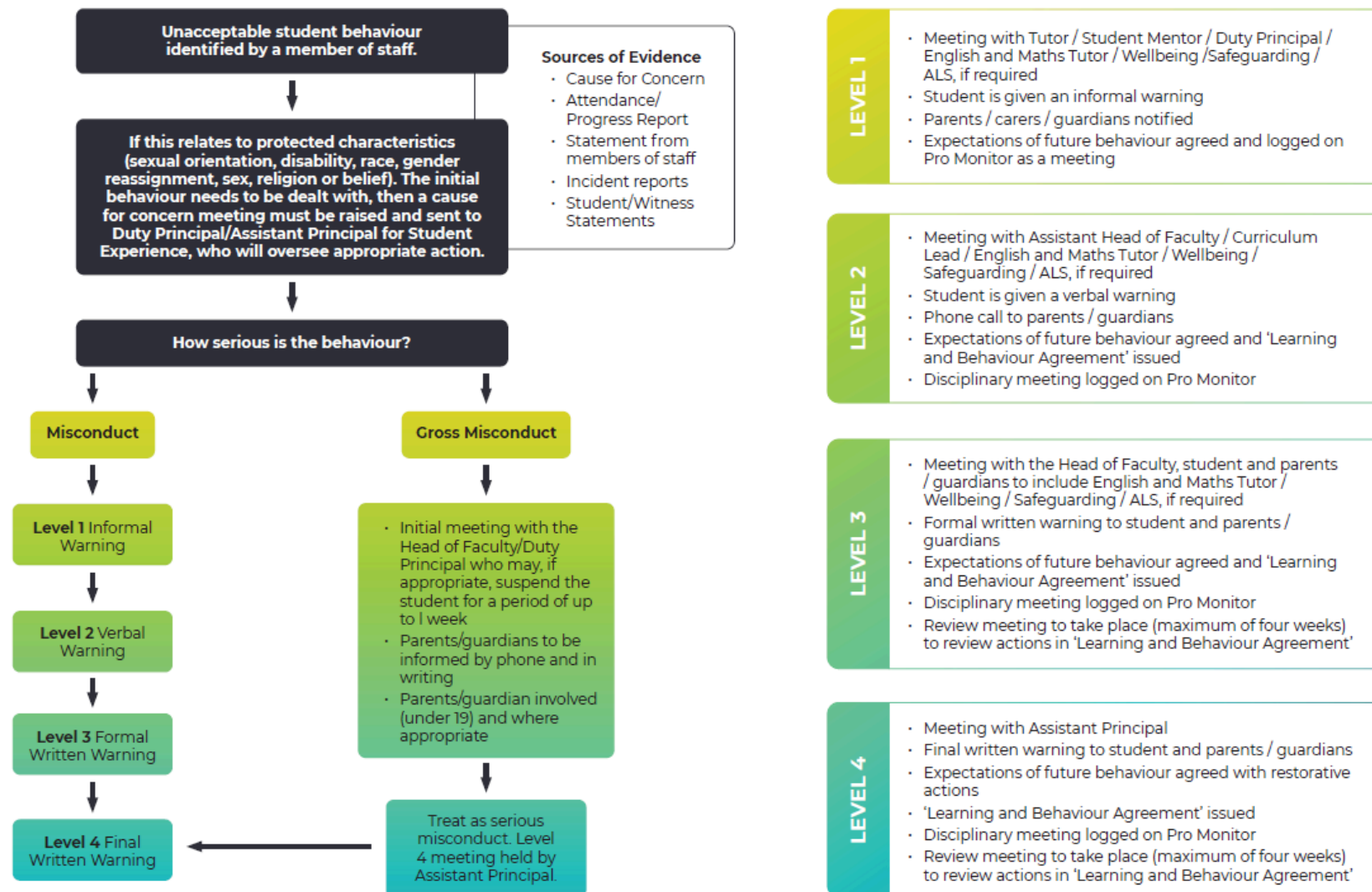
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FORMAL DISCIPLINARY PROCESS





Inspire
Education Group

STUDENT POSITIVE ATTENDANCE AND TIMEKEEPING GUIDANCE

*Be Bold, Be Brave,
Be Exceptional*

INTRODUCTION

Inspire Education Group is committed to providing high-quality education and training to empower all students to achieve their full potential. To this end, we place a strong emphasis on attendance and timekeeping as essential components of academic success and preparation for employment and next steps.

This guidance outlines the expectations, procedures, and responsibilities related to attendance and punctuality for students and staff.

ROLES AND RESPONSIBILITIES

STUDENTS

In order to achieve your full potential on your programme of study and to prepare you for employment and your next steps, you are required to:

- Attend all scheduled classes, including personal development and tutorial sessions as well as English and maths where appropriate.
- Be on time for all sessions and apologise for any lateness with an explanation.
- Notify the College of unplanned absences by calling the absence line before 9am daily.
- Inform Student Mentor and teachers about planned absences e.g. medical appointments, College trips, open days, driving test to gain approval and provide documentation where possible.
- Avoid unnecessary absences e.g. holidays during term time, appointments during class time.
- Check attendance records regularly through ProPortal.
- Discuss any attendance concerns with the Student Mentor, Assistant Head of Faculty and class teachers so that support can be put in place and/or an action plan agreed as appropriate.
- Failure to meet attendance targets without adequate reasons will lead to disciplinary action being taken. Where a student is under 18 years of age, parents/guardians will be contacted.

EXPECTATIONS

- A minimum of 95% attendance and good timekeeping is expected at all timetabled sessions, both face-to-face and virtual.
- 100% attendance at all external exams and internal exams and assessments.
- Excellent student attendance will be recognised and rewarded.
- Students must provide valid reasons for all absences and, when possible, supporting documentation (e.g. medical appointments).
- Planned absences should be communicated to the Student Mentor in advance.
- Unplanned absences, e.g. sickness, must be reported to the College via the absence line on the first day of absence and every day you do not attend.
- Poor attendance and timekeeping will be followed up promptly by staff to establish the causes and appropriate actions will be implemented to support you to attend and be on time.
- Persistent non-attendance, missing the same lesson on different days, will be investigated with your Student Mentor and Assistant Group Head of Faculty.

This will be to establish the cause and may lead to either:

1. Supportive action and intervention from the Welfare Team to support you to attend where appropriate.
2. Disciplinary action, which can lead to withdrawal from the programme where necessary.

CONSEQUENCES OF POOR ATTENDANCE

- Initial follow-up by Student Mentor and class teacher.
- Contact with parents/guardians and employers for students under 18.
- Attendance improvement plans prepared to improve attendance showing requirements and support that will be provided.
- Fitness to Study policy invoked where required and support provided via Welfare Team to improve attendance.
- Disciplinary action, including final written warnings or exclusion, for persistent non-attendance.
- Withdrawal from the programme for more than 4 weeks of unauthorised absence.

STAFF

Delivery Staff, including English and maths staff and Student Mentors in Personal Development sessions:

- Accurate and timely completion of registers including late marks.
- Tactfully challenge lateness to establish reasons, bearing in mind there could be genuine reasons linked to late bus, personal issues, safeguarding, mental health issues etc. Report any issues identified to Student Mentor/Safeguarding team.
- Log on ProMonitor when an individual student is absent from your session without prior notification and copy in the Student Mentor and Assistant Head of Faculty (AHoF).
- Report persistent lack of attendance without authorisation, defined as missing the same lesson on different days, to the Student Mentor, AHoF and issue a cause for concern on ProMonitor.
- Promote good attendance and good timekeeping through their actions and make links to the importance for employment and next steps.
- Praise excellent attendance and record on ProMonitor under praise/recognition and mention in reports to parents.

STUDENT MENTORS:

- Follow up on individual student absences promptly and identify reasons recording actions/reasons on ProMonitor. Consider undiagnosed SEN issues, mental health issues, academic difficulty, wrong course, potential safeguarding issues.
- Meet at least weekly with AHoF to discuss attendance issues and agree actions.
- Ensure that all C4C logged on ProMonitor are followed up and agree with AHoF action to be taken to include making contact with parents/guardians/ employers in the case of apprentices, as appropriate.
- Work closely with AHoF and curriculum teams to improve individual student attendance.
- Work with the AHoF to develop and monitor student attendance improvement plans.
- Agree with AHoF when to refer students to appropriate support services where required, including invoking the Fitness to Study policy and associated support plans.

ASSISTANT HEAD OF FACULTY:

- Monitor attendance reports weekly and agree actions with Head of Faculty (HoF) where attendance falls below 95%.
- Monitor registers to ensure they are accurate. Ensure MIS are made aware of errors e.g. duplicate sessions, students in duplicate groups, duplicate enrolments etc. and complete change requests as necessary. Advise HoF.
- Monitor overall student attendance including to English and maths. Report concerns and actions to HoF.
- Meet at least weekly with Student Mentor to discuss attendance concerns and agree actions.
- Meet weekly with AHoF from English and maths where relevant to discuss attendance concerns and agree actions.
- Implement key strategies as agreed with HoF to improve overall attendance within the curriculum areas.
- Liaise promptly with parents, guardians, and employers to address attendance concerns via telephone initially and record actions on ProMonitor.
- Arrange meetings with parents, guardians, and employers to discuss persistent poor attendance which is not authorised to discuss causes and agree actions.

- Develop individual attendance improvement plans for students and monitor with Student Mentor and upload to ProMonitor under uploaded documents so that all staff are aware. Arrange for these to be emailed to parents/guardians/employers as appropriate with a covering letter.
- Work with Welfare Team and Student Mentor to invoke Fitness to Study policy where appropriate and monitor these students to check progress against support plans. Ensure support plans are uploaded to ProMonitor.
- Liaise with parents/guardians of students on the Fitness to Study programme to advise of progress.
- Engage with student body to support improvements in attendance.
- Ensure excellent attendance is recognised and recorded on ProMonitor.

HEAD OF FACULTY:

- Ensure student induction includes promotion of high attendance and good timekeeping as well as the consequences of poor attendance and timekeeping.
- Monitor attendance reports weekly and take actions where attendance falls below 95%.
- Monitor withdrawals and check they have been completed back to last date of attendance to ensure attendance data is robust.
- Share weekly attendance reports with teams.
- Agree actions for students who appear on the consecutive absence reports.
- Monitor accurate and timely register completion and take actions with individual staff to ensure this happens.
- Monitor register marks to ensure they are being used accurately.
- Manage register responsibilities during staff absences.
- Meet regularly with AHoF to discuss attendance issues, monitor C4Cs and establish actions being taken. Discuss trends and agree actions.
- Discuss attendance at team meetings and address issues.
- Implement disciplinary actions for poor attendance in conjunction with AHoF.
- Hold disciplinary meetings in line with

disciplinary process.

- Ensure robust student attendance improvement plans are in place and are having an impact.
- Engage with the student body to support improvements in attendance including holding focus groups where appropriate in particular in relation to student body feedback from surveys.
- English and maths Group HoFs to liaise with vocational HoFs where appropriate.
- Issue 100% attendance cards half termly.

ASSISTANT PRINCIPALS CURRICULUM

- Ensure all curriculum areas are effectively using weekly MIS reports to improve attendance and standards.
- Ensure that student body feedback is used to improve standards in sub-faculty areas.
- Raise any register issues with MIS team.
- Monitor withdrawal requests.

MIS

- Weekly attendance reports to be sent out to Assistant Principals (Curriculum), Heads of Faculty, Assistant Heads of Faculty and Student Mentors so that all staff monitor individual student attendance.
- Weekly attendance reports for Personal Development sessions to be sent out to Assistant Principal of Student Experience and Support.
- Weekly register reports to be sent out to Assistant Principals, Heads of Faculty, Assistant Heads of Faculty, delivery staff and student Mentors so that all staff monitor individual student attendance
- Weekly report of registers not marked timely to be sent to Assistant Principals (Curriculum), Heads of Faculty, Assistant Heads of Faculty and the Assistant Principal of Student Experience and Support.
- Weekly withdrawal report to be sent to Assistant Principals (Curriculum) and Heads of Faculty.

ATTENDANCE MONITORING AND REPORTING

- Accurate registers are available for all sessions and recorded in the information system.
- Attendance data is published weekly and shared with curriculum teams.
- Students can access their attendance records through ProPortal.
- Attendance rates are included in student progress reports and references.
- Withdrawals and transfers are processed in a timely manner.
- Withdrawal from the programme for more than 4 weeks of unauthorised absence. Assistant Principals (Curriculum) and Heads of Faculty to be advised.

FORMAL PROCESS FOR STUDENT ABSENCE – (REFER TO PAGE 6)

- Support plans are available with the Fitness to Study policy.
- Attendance improvement plan template is available at appendix A.

IMPORTANT TO NOTE:

- The Student Positive Attendance and Timekeeping Guidance is directly linked to the Student Positive Behaviour Policy.
- The Student Positive Attendance and Timekeeping Guidance is also directly linked to the Register Marking Guidance.



PROCESS FOR POOR ATTENDANCE AND TIMEKEEPING

LEVEL 1	<p>A) Level 1 Informal Warning</p> <ul style="list-style-type: none"> • Discussion between Student, Teacher/s and Student Mentor to establish reasons for poor attendance and/or timekeeping. • Phone call to parent, guardian or employer if the student is under 18, or if have permission over 18. <p>Responsibility – Student Mentor/Teacher</p> <p>B) Meeting arranged with parent, guardian or employer and attendance improvement plan/Fitness to Study plan agreed and uploaded on ProMonitor. Copy emailed over to student, as well as parent, guardian (where appropriate) or employer.</p> <p>Responsibility – Assistant Head of Faculty/Student Mentor</p>	<p>Triggered by:</p> <p>A) Delivery staff record unauthorised absence on ProMonitor copying in Student Mentor and Assistant Head of Faculty (AHoF).</p> <p>B) Cause for concern recorded on ProMonitor for persistent absence by delivery staff.</p>
LEVEL 2	<p>Level 2 Formal Verbal Warning</p> <p>A verbal warning to be issued and recorded on ProMonitor as a disciplinary stage.</p> <p>Parents/guardians to be invited to a meeting, face to face or online. Action plan to be agreed and uploaded to ProMonitor. Letter and copy of plan sent home.</p> <p>Responsibility – Assistant Head of Faculty</p>	<p>Triggered by:</p> <ul style="list-style-type: none"> • Additional causes for concern recorded on ProMonitor where action and/or support plan targets are not met. • Where attendance does not improve in line with agreed target and informal support stages have been exhausted, the formal process will take place.
LEVEL 3	<p>Level 3 Formal Written Warning</p> <p>Head of Faculty (HoF) will issue a formal written warning and record on ProMonitor. Parents/guardians will be invited to the meeting and final action plan will be agreed. Letter and copy of plan sent home.</p> <p>Responsibility – Head of Faculty</p>	<p>Triggered by:</p> <ul style="list-style-type: none"> • Where further issues exist despite support/action plans being implemented, stage 3 of the formal process will be triggered.
LEVEL 4	<p>Level 4 Final Written Warning</p> <p>Parents/guardians will be invited to the meeting and circumstances will be discussed.</p> <p>Responsibility – Assistant Principal Curriculum and Head of Faculty</p>	<p>Triggered by:</p> <ul style="list-style-type: none"> • Failure to comply with final action plan. • This stage may lead to exclusion unless mitigating circumstances are apparent. Student has the right to appeal up to 21 days after receipt of decision.

APPENDIX A

ACTION PLAN - ATTENDANCE IMPROVEMENT PLAN / BEHAVIOUR MANAGEMENT PLAN

Name of student:

COURSE:

ISSUE e.g. 89% attendance, Failure to attend two consecutive lessons of Maths, Disruptive in Class, Not bringing the required equipment to college	CONTRIBUTING FACTORS What factors are causing the issues? e.g. Anxiety so can't go to class, don't understand the topic, transport issues	AGREED ACTION What actions are required to overcome the issues identified? What support will be provided?

Signed - staff:

Student:

AGREED REVIEW DATE:

ACTION AGREED	PROGRESS

Signed:

Date:

Please give a copy to the student and upload a copy to Learner's ProMonitor page.



Peterborough College
www.peterborough.ac.uk
0345 872 8722



Stamford College
www.stamford.ac.uk
01780 484300



University Centre Peterborough
www.ucp.ac.uk
01733 214466



Dealing with Offensive Language related to the Protected Characteristics

This guide supports staff in addressing offensive language related to protected characteristics (age, disability, gender reassignment, etc.) in line with the IEG behaviour policy. It offers guidance for managing such language and should be utilised to inform disciplinary procedures, though it is not exhaustive. For specific incidents or questions, staff should consult the Assistant Principal for Student and Staff Experience and/or the Day Duty Principal.

Offensive language encompasses disrespectful, discriminatory, or inappropriate words or expressions, whether intentional or not, including profanity, slurs, derogatory remarks, or insults targeting race, gender, religion, etc. Offensive language related to protected characteristics, whether intentional (directed to harm) or unintentional (e.g., as "banter"), must be documented as a pro-monitor comment, with the appropriate level of response outlined below.

This document is guidance, not an exhaustive/ definitive action, and should be used to guide staff through the process. Incidents do not need to meet all the conditions, Staff are urged to consider the situation and the context. We urge staff, if unsure of how to deal with an issue, to speak to their line manager/assistant head of Faculty/ Head of Faculty/ Day Duty Principal or the group's EDI coordinator.

Cause for Concern - Protected characteristics category

- First Incident in using the language
- Used without the intent of causing harm or offence
- No Previous issues regarding discriminatory behaviour
- Cause for Concern: these may not require much action however are used to log or flag instances that have been dealt with by a tutor or member of staff

Level 2

- Language that is non-directional e.g., between friendship groups, within conversations, or as a descriptor
- Student is remorseful for the use of the language and understands why this language is inappropriate
- Clear students were not intentionally using the language to cause harm or students were unaware of the meaning behind the language

Policy Name: STU004 - Student Positive Behaviour Policy - Appendix 4

Policy Author: Assistant Principal, Student Experience and Support

Issue: September 2024

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Level 3

- Language is directional & potentially designed to cause offence
- Students **MUST** be remorseful and apologise where appropriate or if someone was offended
- Directional language → 'banter' between friends aimed at an individual or a group
- If the language has offended regardless of intention or direction, the person who has taken offence does not need to be who the comment was aimed at but be present when the incident took place
- Continuous use of inappropriate language over a period of time

Restorative session/Discussion needs to be undertaken

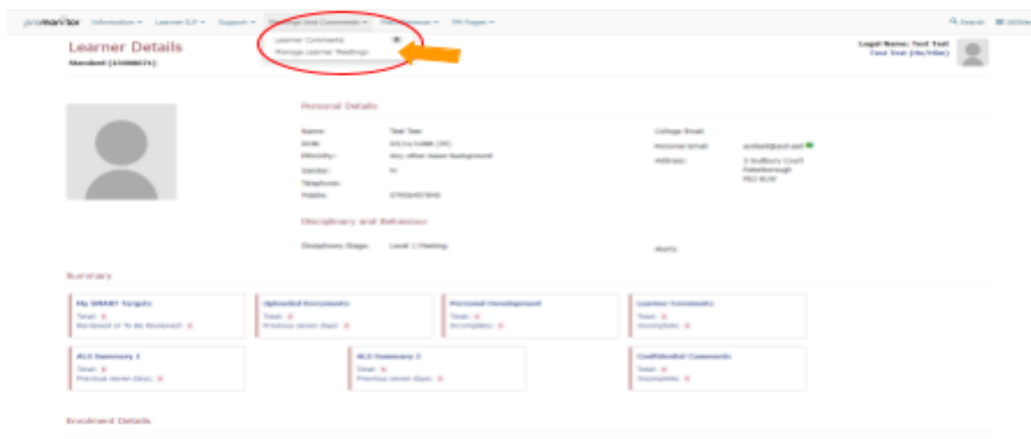
Level 4/ Suspension

- Use of directional slurs, offensive or abusive language
- If the language has offended regardless of intention or direction, the person who has taken offence does not need to be who the comment was aimed at but be present when the incident took place
- Students who are not remorseful of the action and refuse to accept their behaviour was inappropriate (this is an escalation from level 3 behaviour moving to level 4)
- Continuous use of inappropriate language over a period of time or repeated inappropriate language with a restorative session
- Sharing opinions that incite potential violence or hatred towards specific social groups or individuals
- Explicitly harmful language

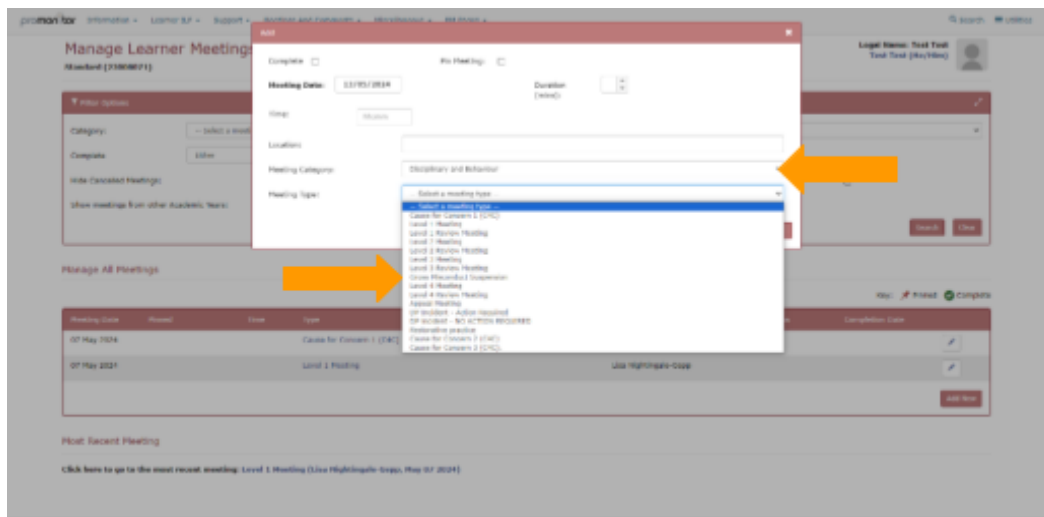
Restorative sessions/ Conversation needs to be undertaken upon reintegration into college

How to raise a meeting/ issue on pro-monitor

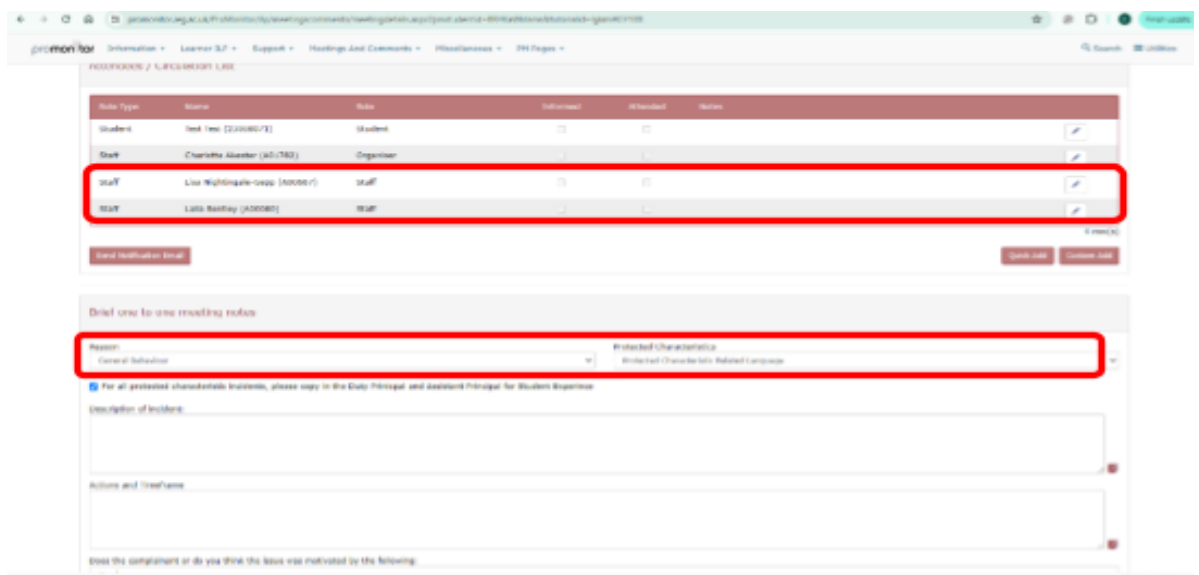
1. On a student's Learner Details, click the “Meetings and Comments” drop-down and select “Manage Learner Meetings”.



2. Under Manage all meetings click “Add New”
3. Select the “Meeting category” - “Disciplinary and Behaviour”, And Select Meeting type “Cause for Concern”, “Level 1”, “Level 2”, “Level 3”, “Level 4”. Then click “Save”



4. Once Saved Select the Meeting from the meeting list and fill out the meeting notes:
 - a. select the options from the drop-down list:
 - i. The “reason” - “Offensive Behaviour”
 - ii. “Protected Characteristics” - “Protected Characteristics related language”
 - b. Tag the ‘Day duty Principal & AP for Student Experience’
 - c. Fill out the Description of the Incident
 - d. Save



Role Type	Name	Role	Informant	Attended	Status
Student	Test User (22000073)	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff	Charlotte Alexander (401782)	Organiser	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff	Lisa Wrightgate (400000)	Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff	Lisa Bailey (400000)	Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reason:

Protected Characteristics:

Description of Incident:

Actions and Timeline:

Student Positive Behaviour Policy 2024 Table of substantive changes from 1st September 2024

Changes to STU004 - Student Positive Behaviour Policy	
<ul style="list-style-type: none"> Minimal changes to the main policy Clarification added for 'Parents/carers of students aged under 18 at the start of their course will be informed of disciplinary matters. Once a student becomes 18 they may request that parents are not informed. However, where a student poses a risk to themselves or others the College may consider contacting a parent or next of kin' At enrolment, the Terms and Conditions on the online Enrolment Form was inclusive of the statement 'We ask permission to continue to contact parents for the duration of your enrolment/attendance with IEG' Detail added to support our care experienced students and work with Virtual Schools. 	
Changes to Appendix 2 - Disciplinary Processes	
Change	Where?
<ul style="list-style-type: none"> Clarification on 'zero tolerance.' 	Pg 6
<ul style="list-style-type: none"> Information added relating to 'gross misconduct.' 	Pg 7
<ul style="list-style-type: none"> Detail added for EHCP students 	Pg 8
<ul style="list-style-type: none"> Section added on restorative practice and a person-centred approach to fully understand the lead up to and reasons for behaviours, such as fighting 	Pg 8
<ul style="list-style-type: none"> Detail added on consideration of the victim of an incident and the potential for a perpetrator to return to college 	Pg 8
<ul style="list-style-type: none"> Information included on restorative practice as part of a trauma-informed approach to a person-centred resolution 	pg 9
<ul style="list-style-type: none"> Clearer detail added on suspensions, and a period of reflection/cooling off is now included, where appropriate 	Pg 11/12
<ul style="list-style-type: none"> Detail added to provide a suspended student with work when they are away from college and also to have access, where practicably possible, to planned exams and work placement Additional information provided on suspensions and processes to be followed, including attendance at a 'hearing' rather than a 'disciplinary' meeting in some cases where incidents are not clear initially Detail added to provide timeframes for action to be taken and outcomes agreed 	Pg 12/13
<ul style="list-style-type: none"> Information added relating to appeals and the offer of support to students who may require an advocate in the absence of a family member/responsible adult outside of college 	pg 12 & 15



STU004 Student Positive Behaviour Policy appendices	
<ul style="list-style-type: none">• Appendix 1 - Student Code of Conduct	<ul style="list-style-type: none">• In the 'Be respectful' section we have added the following: <i>'Refrain from recording of staff members (either audio or visual) without their consent.'</i><ul style="list-style-type: none">• Updated the disclaimer where the student signs to read: <i>'I understand the College's expectations and agree my responsibilities during all College activities while on College premises, College transport and also activities off-site where I represent the College.'</i>
<ul style="list-style-type: none">• Appendix 2- Disciplinary Procedures	See detail above
<ul style="list-style-type: none">• Appendix 3 - Student Positive Attendance and Timekeeping Guidance	Whole guide review and update for 2024/25
<ul style="list-style-type: none">• STU003 - Fitness to Study Policy•	No changes for 2024/25
<ul style="list-style-type: none">• IEG Procedure for De-escalation	No changes for 2024/25
<ul style="list-style-type: none">• IEG Searches Procedure	No changes for 2024/25
<ul style="list-style-type: none">• Student Smoking, Vaping, and Substance Misuse Procedure	Procedure updated to include smoking and vaping expectations for 2024/25
<ul style="list-style-type: none">• STU005 - Bullying and Harassment Policy	No changes for 2024/25
<ul style="list-style-type: none">• SAF001 - Safeguarding Policy	Annual updates reflecting KCSiE 2024
<ul style="list-style-type: none">• Dealing with Offensive Language related to the Protected Characteristics	New guidance for staff for 2024/25