

Restorative Inclusion Policy 2020-21

Supporting Positive Attitudes and Behaviour

***Warmly Welcomed and Wanted;
Every Student, Every Day, by
Everyone.***

Contents

- 1. Key points to note**
- 2. Policy Statement**
- 3. Scope of Policy**
- 4. Kirklees College approach to Positive Behaviour**
- 5. Classroom Contracts**
- 6. Key Elements of Successful Group Work**
- 7. Positive Behaviour In Action**
 - 7a. Stage 1 Restorative Practice Interventions**
 - 7b. Stage 2 Formal Warning**
 - 7c. Stage 3 Final Warning**
 - 7d. Stage 4 Request To Withdraw**
- 8. Disciplinary Hearing with Inclusion panel**
- 9. Suspending a Student**
- 12. Student Appeals Procedure**

- | | |
|-------------------|--|
| Appendix 1 | Restorative and Inclusion Policy Overview |
| Appendix 2 | Template letter - Stage 1 |
| Appendix 3 | Template letter – Stage 2 |
| Appendix 4 | Template letter – Stage 3 |
| Appendix 5 | Template letter – Stage 4 |
| Appendix 6 | Template letter – withdrawal |
| Appendix 7 | Template letter – suspension |
| Appendix 8 | Reward & Recognition Flowchart |

1. Brief guide to key points in this policy :

- No withdrawals will be authorised without following College process for approval.
- Suspensions / cooling down periods should last for 24 hours maximum UNLESS there is a risk of harm to student or others.
- Suspensions of longer than 24 hours must be agreed with AP for Safeguarding and Inclusion, AP for curriculum, DDSL or EDI Manager based on a risk assessment. Request for this to be submitted to suspensionrequest@kirkleescollege.ac.uk
- Inclusion Panel Hearings must be held within 10 working days of initial suspension/ incident.
- Restorative Interventions must be used and logged prior to or alongside disciplinary sanction wherever possible and realistic.
- Members of Inclusion Panel will facilitate hearings for requests to withdraw students for behavioural / attitudinal issues.
- Inclusion Panels will be chaired by members of SLT as appropriate, or delegated to SAM Safeguarding & Inclusion or EDI Manager.
- When a panel is chaired by delegation, then an appropriate member of SLT will approve the outcome.
- Curriculum will present evidence to support the request for withdrawal.
- In the case of a request to suspend vulnerable students e.g. LAC, YPs, YCs, YOs, CLs for more than 24 hours, requests should be submitted to suspensionrequest@kirkleescollege.ac.uk.
- Students are entitled to be accompanied to an Inclusion Panel by an advocate of their choosing excluding a legal representative.
- Students considered not 'fit to study' should be referred to the Inclusion Panel for assessment.
- Agreed exclusions can be until the end of the academic year, for the following academic year, for the following 2 academic years or permanent.
- Agreement to allow completion of course for excluded students will be made on a case by case basis.
- Parents / carers should be involved wherever possible and kept fully informed unless there are safeguarding concerns which would put the student at risk.
- Appropriate external agencies must be alerted of any exclusion of 16- 19 students e.g. CK Careers, Local Authority.
- Appeals to the outcome of student hearings will be assessed by an appropriate AP.
- Appeals will be submitted via: appeals@kirkleescollege.ac.uk
- Complaints about the process or outcomes will be assessed by the VP.

2. Policy Statement

Kirklees College recognises that it has a legal and moral duty to provide a safe and secure learning environment for its students, staff and visitors. We all agree that mutual respect and tolerance should be encouraged and supported amongst the whole College community. A College wide commitment to improving behaviour will lead to greater learner engagement, better support for staff and fewer incidents of negative behaviour.

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

Our approach is based on strong evidence, showing that encouragement and reinforcement of positive actions is more effective in changing and improving behaviour than focussing primarily on punitive measures.

This Policy aims to enable:

- Embedding a Restorative Practice approach across College (see Restorative Practice Strategy)
- Promotion of positive behaviour and attitudes
- Appropriate challenging of negative behaviour
- Positive reinforcement, celebration and mutual respect
- A consistent approach
- Clarity of roles and responsibilities
- High expectations
- Effective and appropriate sanctions
- Establishing calm, productive and safe learning environments

Restorative Practice Intervention (RPI) is not exclusive and can be used as a stand alone approach or in conjunction with formal disciplinary sanctions.

3. Scope of Policy

This Policy will apply to all members of the College community and to all behaviour management issues arising within the College and/or whilst engaged in College related learning or activities. This is a whole College policy from which no one is exempt.

This Policy requires everyone to play a part, leading to:

- Empowerment for staff and improvement to staff wellbeing
- Collaborative working and shared values
- Improved communication and sharing of information
- Consistent practice across faculties
- Reduction in higher level disciplinaries
- Increased retention and student satisfaction

4. Kirklees College approach to restorative positive behaviour:

Underpinning the positive behaviour approach is the simple reality that **we all like to be praised** for what we do well.

Teachers who praise students achieve better results from them and from other students who notice and model this good behaviour.

The RPI approach proposes that students who are praised for displaying desired behaviours are motivated to do well and in turn other students notice and copy this behaviour. This policy adopts four pillars which are the foundations for creating an environment which is focussed on reward and recognition instead of punitive action.

Restorative approaches are based on four key pillars:

- **RESPECT:** for everyone by listening to other opinions and learning to value them
- **RESPONSIBILITY:** taking responsibility for your own actions
- **REPAIR:** developing the skills within our college community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- **RE-INTEGRATION:** working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

Improvements in behaviour begin when values change:

- Every day is a fresh start
- Greet your students at the door
- Model respectful language always
- Be interested in who your students are
- Engage students in decision making
- Teach and model excellent practice
- Use affective statements and questions
- Reward reward reward
- Never remove a reward given
- Whole group punishments are never fair
- Sanctions should always be proportionate

5. Classroom Contracts

All teaching staff should agree the standards and values expected/required from students and staff during the year. Once the group has agreed the values, they should be made clearly visible and applied consistently.

Group Value Agreements could include :

- Agreeing a mantra for crisis points e.g. 'I am in control and I will stay calm'
- Using respectful language
- Positive listening
- No interruptions
- Valuing contributions
- Celebrating difference
- Understanding difficulties
- Find something to praise for each member of the group

6. Key elements of successful group working:

Developing and maintaining positive relationships – underpins and is key to the success of the implementation of the positive behaviour policy along with a commitment to EDI, coaching and restorative practice.

Role modelling calm adult behaviour – adult behaviour, emotional control, teacher expectations. Separates the behaviour from the student.

Reward and Recognition – rewards, recognition, praise, motivation, engagement. Looks for the positive. “You get more of the behaviour you notice the most.”

Key Principles:

- Reward and praise regularly
- Its not what you give but the way that you give it
- Make the system simple to operate
- Make the reward system personal
- Recognition beats material rewards every time
- Students need to know what the rewards are for

Consistency – Simple rules which are clear and known to everyone (students, guardians, staff). Consistency across college and in own practice. Relentlessly refer to your agreed rules and expectations. Consistently uphold the college values.

Examples in practice:

- Relationships – meet and greet students whenever you encounter them; a smile and a hello. Students feel welcome and valued.
- Role Modelling – maintaining a calm response to challenging behaviour; not matching the level of emotion the student may be displaying e.g. anger
- Reward and recognition – a postcard home, who does the student want to make proud?
- Consistency – Agree class rules and expectations with your students and stick to them, refer back to them with students.
- Using affective statements and questions
- Facilitating Restorative Circles, Restorative Conferencing, Mediation, Student Led Conferences, Peer Mediation.

7. Positive Behaviour In Action

Wherever possible, restorative interventions should take place prior to formal sanction. Where appropriate, formal processes can be used in conjunction with RPI.

The reason for sanction may include, but is not limited to the following.

- Consistent and repeated disruption of the learning of others either in class or around the College
- Consistent and repeated disrespectful behaviour to other learners, staff or visitors
- Consistent and repeated misuse / illegal use of the internet /IT equipment
- Evidence of aggressive behaviour/ discrimination/ harassment/ bullying
- Allowing other learners or non students to gain access to the premises using their own ID Card
- Being under the influence of alcohol or illegal drugs on College premises or whilst engaged in any College related activities
- Any criminal offence including :-
 - Endangering or causing injury to others
 - Possession of an offensive weapon
 - Theft
 - Wilful damage to College property, equipment and accommodation

In operating this policy, The College recognises:

- The right of the student to advocacy and the benefits of working in partnership with parents, carers, guardians, employers, health and/or social care services and other relevant external agencies.
- The right of appeal against any decision of a disciplinary hearing.
- The care required in carrying out investigations and the importance of establishing the facts relating to any alleged breaches of the code of conduct.
- The strict confidentiality required when dealing with disciplinary issues in line with GDPR.

Restorative Practice interventions – Support to improve behaviour

Restorative interventions / conversations should underpin all activity related to behaviour.

Restorative Practice Intervention Stages

A restorative intervention is designed to address undesirable behaviours in a non-punitive, supportive way. It provides opportunities for those directly affected by an offence/incident (victim, offender and members of staff) to communicate, and agree how to deal with the behaviour and its consequences.

Designated members of staff are responsible for these positive interventions. Please note individual tutors with the support of the CAM/ATLCs should deal with incidents of low level disruption in classrooms using coaching techniques.

All interventions will require use of the Restorative Intervention templates.

Where further support for the student in relation to behaviour is required, a referral can be made to:

- Safeguarding and Inclusion staff; some examples include; anger management, personal issues affecting behaviour, anxiety, self-esteem and confidence.
- Appropriate external agencies who would be better placed to offer more specialist support.

7a. Stage 1

The RPI process should be invoked alongside Stage 2 where appropriate.

Stage 1 interventions should be instigated by a Cause for Concern alert to the Progress Coach when further behaviour support is deemed to be required.

Coaching Cautions can be issued at this stage, up to 3 in total before escalating to Stage 2.

7b. Stage 2

The RPI process should be invoked alongside Stage 2 where appropriate.

It is not expected that a tutor will request Stage 2 for minor classroom management issues. Classroom behaviour concerns should first be noted and addressed within the department.

A Stage 2 meeting should be arranged to assess whether the student will be given the opportunity to improve behaviour / attitude before the decision to award a Formal Warning is made.

Students not showing appropriate levels of remorse / accountability may be issued with a Formal Warning at the initial Stage 2 meeting.

Parents/guardians must be informed when the learner enters Stage 2 or above and be offered feedback on the student behaviour and the sanction.

All Stage 2 actions should offer support to improve and include RPIs. Documentation of this meeting should detail expected changes in behaviour and include a review period.

If, after a Stage 2 meeting and following review, the student has not been successful in meeting agreed targets, then a Formal warning will be issued.

A Formal warning will remain 'live' for 12 weeks and an end date should be noted in the meeting records.

Documentary evidence of the offence must be kept in the event of any subsequent exclusion procedures.

Stage 2 meeting

Authorised by: CAM

Appeal to: HoF

Copies to: Parent/carer, recorded on Pro-Monitor

7c. Stage 3 - Final Warning

The RPI process should be invoked alongside every Final Warning where agreed.

A Stage 3 meeting should be arranged to assess whether the student will be given the opportunity to improve behaviour / attitude before the decision to award a Final Warning is made.

Students not showing appropriate levels of remorse / accountability may be issued with a Final Warning at the initial Stage 3 meeting.

Parents/guardians must be informed when the learner enters Stage 3 or above and be offered feedback on the student behaviour and the sanction.

All Stage 3 actions should offer support to improve and include RPIs. Documentation of this meeting should detail expected changes in behaviour and include a review period.

If, after a Stage 3 meeting and following review, the student has not been successful in meeting agreed targets, the a Final Warning will be issued.

A Final Warning will remain 'live' for a minimum of 12 weeks and an end date should be noted in the meeting records.

A Final Warning carries with it the indication that any subsequent breach of the College's Restorative and Inclusion Policy will result in an Inclusion Panel.

The purpose of the Final Warning is to clearly indicate that this is the last opportunity for the student to improve behaviour before an Inclusion Panel is convened.

A Final Warning should be authorised by the HOF and issued in a formal meeting attended by the student and their advocate /parent/carers (where possible) plus any other staff involved.

The Final Warning should clearly indicate the nature of behavioural change that is required and/or any specific conditions or actions which would automatically trigger an Inclusion panel which may lead to exclusion.

All Final Warnings should, if possible, offer support to improve and include RPI.

There is no obligation for staff to apply each stage of the procedure in turn with reasonable justification. A single significant incident may justify an immediate Final Warning without going through the restorative steps and the formal warning.

Recording disciplinary warnings should only be completed on Promonitor eILPs. Paper based copies should not be made.

Parents/guardians of those under 18 must be informed and updated when a student receives any disciplinary action.

Final warning

Authorised by: HOF

Appeal to: HoF out of area

Copies to: Parent/carers/employer, recorded on Pro-Monitor

7d. Stage 4 –Request to Withdraw

Exclusions are usually reserved for dealing with either a single extreme behavioural incident or a pattern of persistent behavioural problems that have resulted in a series of escalating warnings.

Students should normally be issued with appropriate warnings before any exclusion procedure is initiated.

Normally the learner will have received a Final Warning to indicate that any further breaches of regulations may result in exclusion, to give the student opportunities to improve their behaviour.

These warnings must be accompanied by the appropriate support/referrals to support the student to make the necessary improvements.

Consideration must be given to mitigating or extenuating circumstances such as learning difficulties or disability (*see section 8a*), serious personal or family problems but these factors may not excuse unacceptable behaviour. Such as:

- Putting themselves or others at risk of harm
- Serious criminal offence

Withdrawal

Authorised by: Chair Inclusion Panel with relevant HOF

Appeal to: Member of SLT

Copies to: Parent/Guardian/employer, **recorded on Pro-Monitor**

Where a request for withdrawal is not upheld at Inclusion panel, the RPI process should be instigated where possible along with any agreed sanction.

Academic misconduct must be dealt with separately in line with Academic standards.

Inclusion Panels should be planned ahead with adequate time put aside and begin on time.

Allow time for a briefing with the other members of the panel – these may include staff from any area of the college.

Ensure you are calm and clear, model appropriate behaviour and keep the emotion out of it where possible.

This process should be used to engage the learner and reinforce the positive.

It is important to give the student a chance to improve and also, sometimes to help them believe they CAN improve.

Outcomes and targets should be shared with all relevant staff via promonitor.

8. Hearing with Inclusion panel

The AP Safeguarding and Inclusion, SAM, EDI Manager or a member of SLT will chair the formal hearing along with a minimum of one, maximum two other members of staff to include one CAM or HoF where possible.

Students will receive at least 3 day's notice of the hearing.

In that hearing, attended by the student, parent/guardian, or chosen advocate, the evidence for exclusion should be presented by the relevant curriculum HoF / CAM or designated investigating officer. The student will be given the opportunity to present his/ her case.

- Before the hearing, any witnesses to be called and relevant documents will be notified to the Chair in advance. It is the Chair's decision as to their use in the hearing.
- The panel will hear the case for withdrawal from the curriculum HoF / CAM or designated investigating officer.
- The panel will have the opportunity to ask questions of staff and student.
- The student, with agreed assistance from his/her advocate, will have the opportunity to present his/her case against exclusion including any mitigating circumstances.
- Both sides will have the opportunity to summarise their case.
- The panel can then withdraw to make its decision. It can recall either side to seek any points of clarification. The panel may choose to discuss resolution directly with the student.
- In making its decision the panel will work to the criterion of reasonable probability rather than the weight of the evidence required in a legal court (beyond all reasonable doubt).
- The final decision will be notified in person at the hearing where possible and / or by letter or phone call after the hearing.
- Written confirmation of the outcome will include the appeals process documentation.
- Agreed periods of exclusion can be until the end of the current academic year, for the following academic year, for the following 2 academic years or permanent.

N.B. The panel may choose to refer students to appropriate advice and guidance services or access additional positive intervention services and / or issue a behavioural contract.

8a. Inclusion Panels of students with EHC Plans

If an Inclusion Panel is requested for a student with an EHC plan we will have regard to the DfE guidance on exclusions which gives very clear advice that if we are considering exclusion it would be very difficult to evidence that we had taken all reasonable steps if we had not called an annual review. Unlawful exclusion of a student with a disability may amount to disability discrimination under the Equality Act 2010.

When an exclusion is considered appropriate, this decision must be made in partnership with the LA and subject to an emergency EHCP review. An exclusion can only be considered when all possible reasonable steps to avoid exclusion have been exhausted. If there is clear evidence that all possible reasonable steps have been taken and an exclusion is still assessed as appropriate, then:

- An emergency EHCP review must be called PRIOR TO THE STUDENT BEING EXCLUDED.
- Evidence must be presented to show what reasonable steps have been taken to avoid exclusion.
- Evidence that the behaviour the student is being excluded for is not part of their disability.

9.Suspending a Student

Suspensions of any student of more than 24 hours will need authorisation from a member of SLT.

Curriculum staff may agree an informal 24 hour "cooling-off" period to allow a more objective approach to a situation or to prevent an incident escalating. This should be restricted to 24 hours wherever possible (or until their next college day) to avoid disruption to learning.

A student may be sent home for 24 hours in order to 'cool off', and may not require a further formal process. When they return to College they must meet with an appropriate member of staff who will discuss the events leading to the cooling off period and agree any appropriate further actions.

Parents / carers must be informed PRIOR to any student 16-19 being sent home and suitable arrangements for safe travel home must be agreed.

In the case of a request to suspend vulnerable students e.g. LAC, YPs, YCs, YOs, CLs for more than 24 hours a suspension request should be submitted to suspensionrequest@kirkleescollege.ac.uk.

Students who are at risk to themselves or others may be suspended from College pending further action / formal hearing, with agreement from a member of SLT.

During the period of suspension an investigation will be carried out into the alleged offence; the hearing must take place within **10 college days of the suspension / incident**.

During the suspension period, the student will:

- Only attend College for a specific meeting arranged by the member of staff in charge of the investigation, e.g. to make a statement or their designated Progress Coach for support with the process.
- If necessary, statements can be taken over the phone or received by e mail.
- Continue to complete and submit work electronically where possible.
- Not seek to make contact with anyone else involved in the investigation.

All suspensions must be communicated to the student and parents/ guardians by phone call and must be confirmed in writing within 2 days of the suspension. All activity relating to the suspension should be logged accurately on promonitor.

Suspension due to police investigation into criminal or high risk behaviours

Students may be suspended without prejudice if they are being investigated by the police for a crime that is judged to have a potential harmful impact on students or staff in college.

Examples of such high risk crimes would include any safeguarding matters involving abuse or criminal behaviour targeting children or vulnerable adults, sexual assaults and rape, crimes that are relevant to the programme of study (e.g. IT based fraud or misuse by an ICT student), crimes of violence. This list is not intended to be exhaustive and the decision should be taken after assessing the potential risk to those in the college environment. The

decision to suspend should be taken in consultation with the AP Safeguarding & Inclusion, DDSL, SAM or EDI Manager.

The suspension is to protect the student and others and will be reviewed once the outcome of the police investigation is known. Wherever possible, the suspended student should be allowed and supported to complete his/her programme of study (study at home, planned tutorial meetings, etc.). This will not always be possible if the matter arises early in the college year. Each case will be assessed on an individual basis.

Parents/guardians of those under 19 must be informed when the learner is suspended.

10. Student Appeal Procedures

Appeals should be based on either new evidence not presented in the original hearing or evidence that College policy has not been followed.

Appeal against Formal and Final Warning

Students who wish to appeal against the issuing of a Formal Warning must complete an Appeals Form. The relevant HOF will review the circumstances and decide whether there are grounds for reviewing the Formal Warning, other parties that may need to be involved in this stage include the Progress Coach and EDI Manager and/or the safeguarding team. The student will be informed of the decision by e mail or in writing.

Appeal against Final Warning will be considered by a HoF out of area or the relevant AP who may decide to review the evidence in a formal meeting attended by the student, parent/guardian or supporter and the course tutor.

Appeal against Withdrawal or Exclusion

In the case of any appeal against Withdrawal / Exclusion, the student will need to apply in writing to within 10 working days of being notified of any exclusion.

The appeal will need to set out reasons why the exclusion is unfounded or unjustified. Grounds on which an appeal will be considered are the submission of new evidence or evidence of procedural irregularities.

Appeals will be submitted via e mail: appeals@kirkleescollege.ac.uk

A member of SLT will review the Inclusion Panel's decision and decide whether there are grounds for an appeal hearing to be held. The student will be informed of that decision by e mail or in writing.

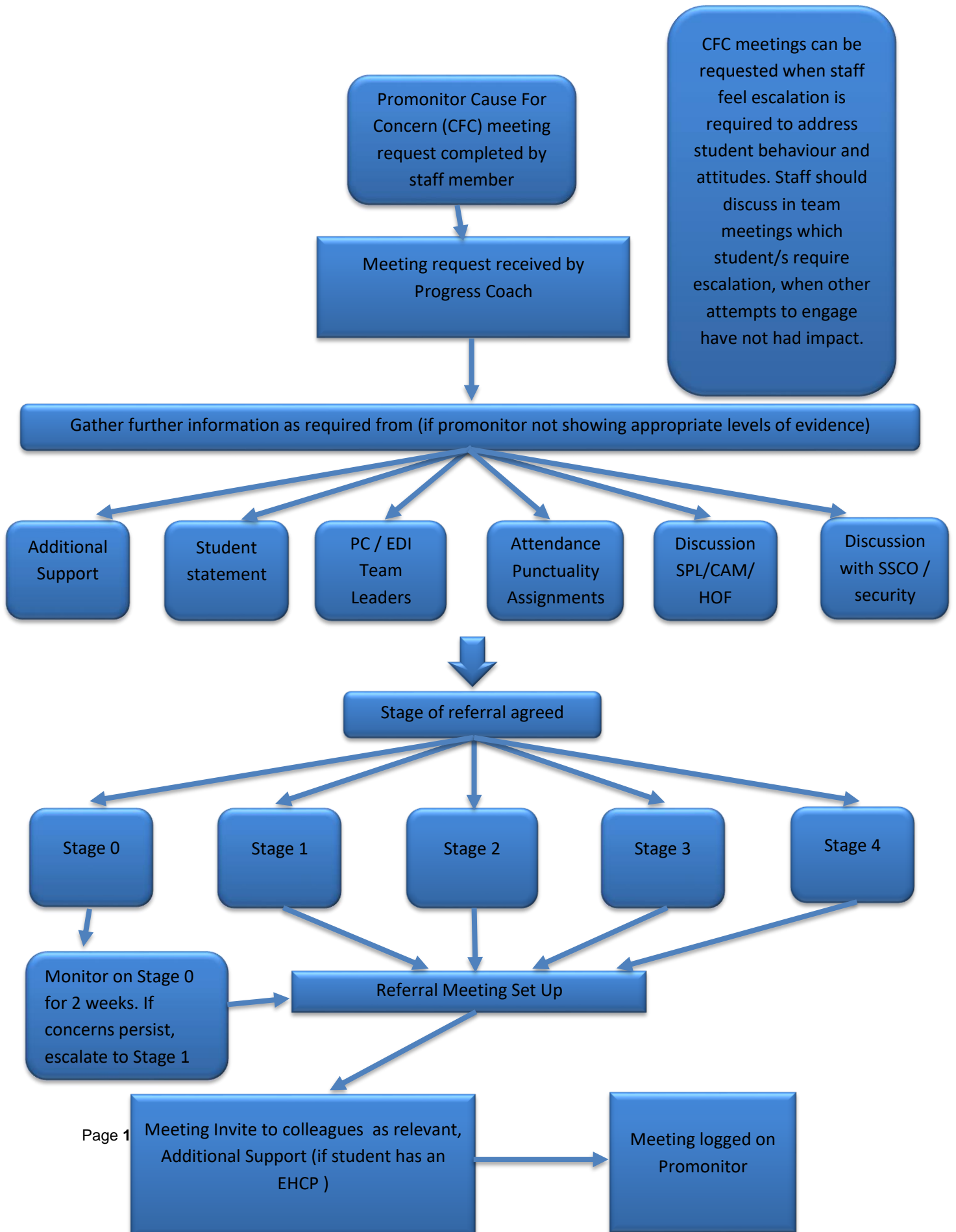
If the decision is that the appeal is justified due to the submission of new evidence or claimed procedural irregularities, an appeal hearing will then be convened.

The procedure for the hearing is set out below:

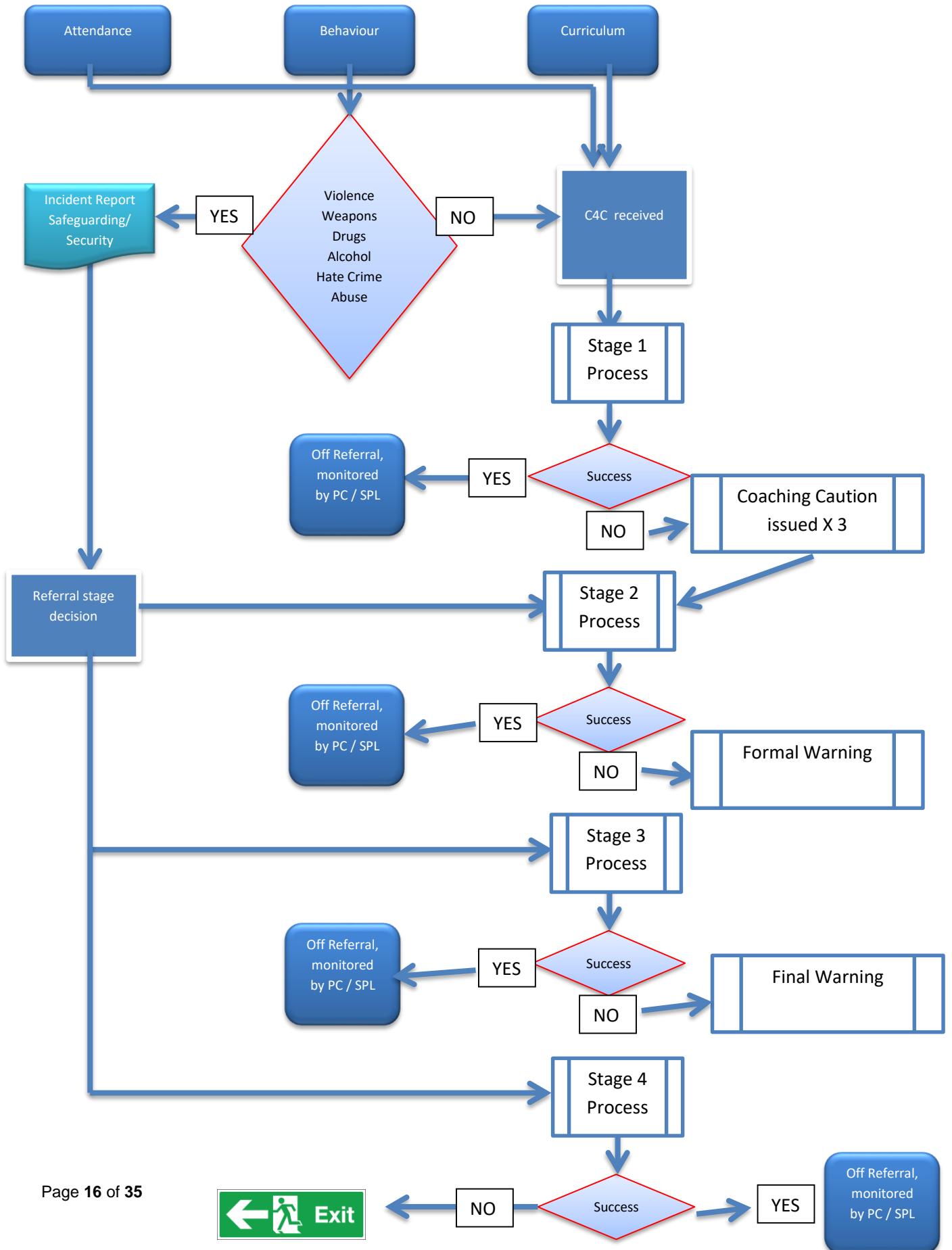
- Only witnesses and documents identified to the Chair in advance of the hearing will be referred to during the hearing itself.
- The student or their advocate will be invited to state the grounds of their appeal.

- The panel will have the opportunity to ask questions of the student or their advocate.
- A member of the original panel (preferably the Chair) will then present their case.
- The panel will have the opportunity to ask questions of that member of staff.
- Both sides will have the opportunity to summarise their cases.
- Both sides will withdraw from the hearing, leaving the panel to deliberate in private.
The panel can recall either side to seek points of clarification
- The panel will normally inform the student of their decision by phone call followed by a letter within 5 working days.

Appendix 1 – Restorative and Inclusion Policy Overview



CFC meetings can be requested when staff feel escalation is required to address student behaviour and attitudes. Staff should discuss in team meetings which student/s require escalation, when other attempts to engage have not had impact.



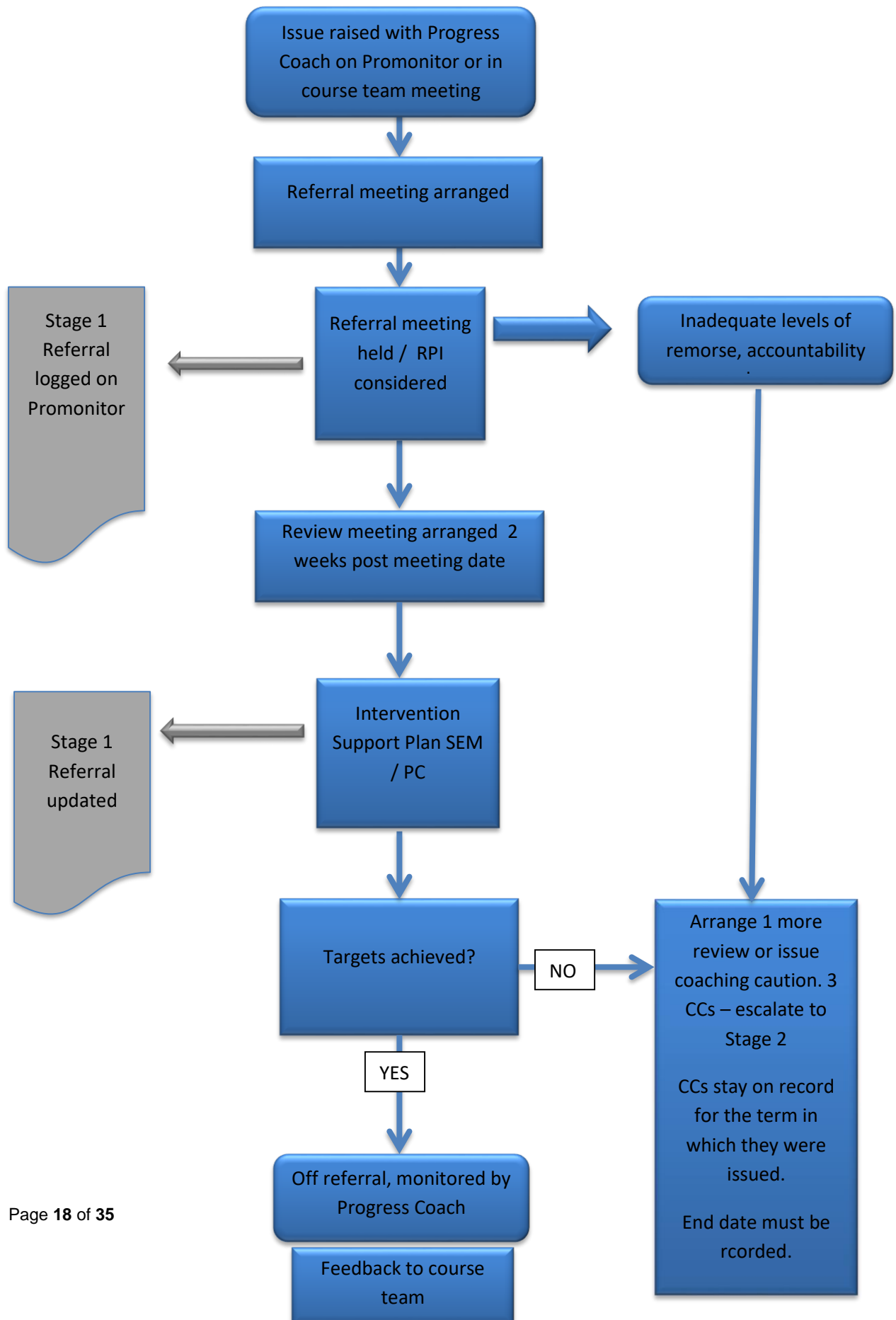
Off Referral,
monitored
by PC / SPL

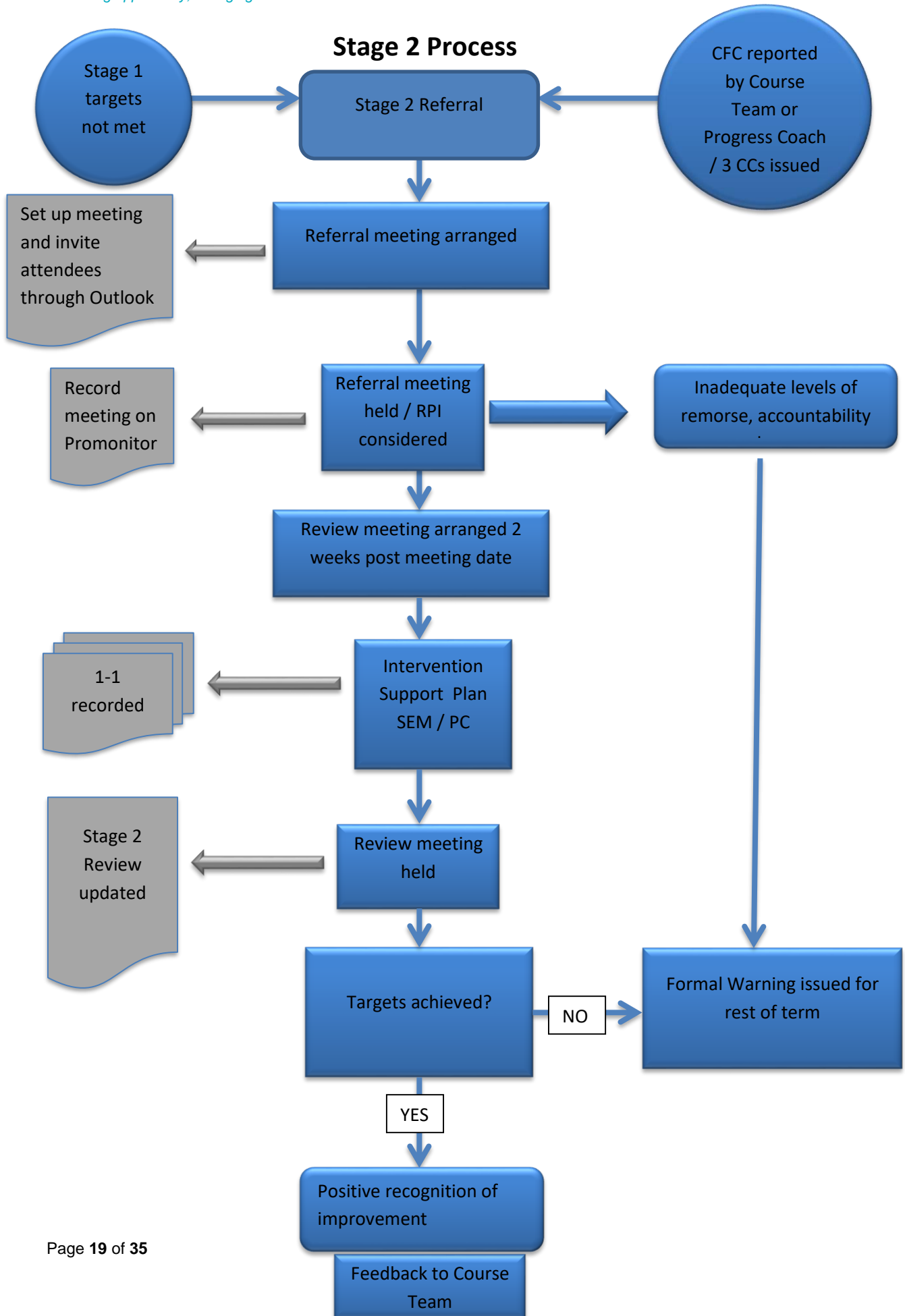
WHO & WHEN?

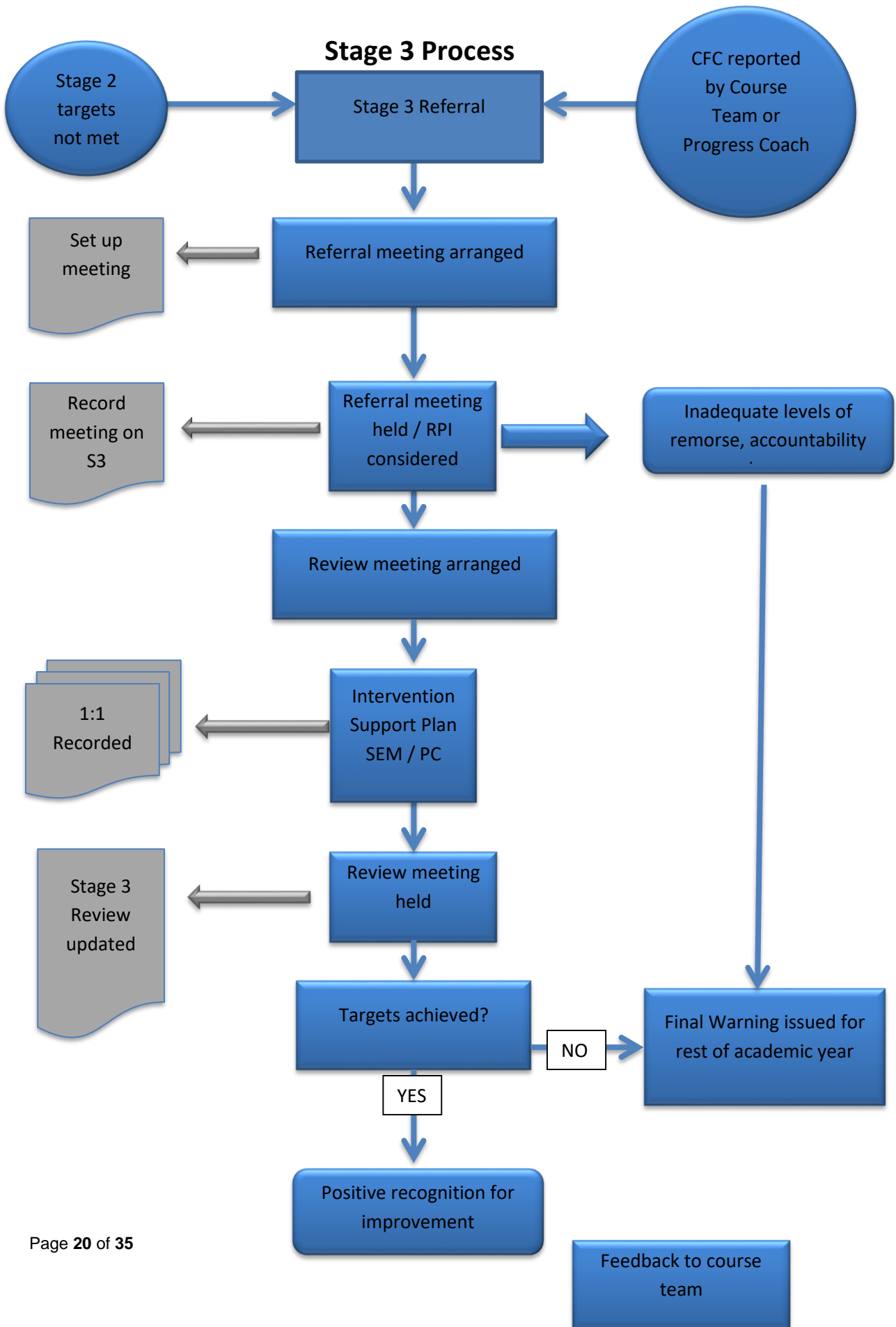
Stage	Who's Invited	Who Should Attend	Evidence Required
1	Student SPL Progress Coach Additional Support*	Student Progress Coach Additional Support*	Incident Report/Cause for Concern Attendance Report Punctuality Report
Review 1	Student Progress Coach Additional Support*	Student Progress Coach Additional Support*	Stage 1 Referral Targets 1-1 forms
2	Student Progress Coach Parent / Guardian SPL CAM Additional Support* EDI Manager Student Engagement Mentor	Student Progress Coach CAM Additional Support* Student Engagement Mentor	Attendance Reason for Referral Curriculum Report (Promonitor comments) Previous Targets Previous Intervention External Agencies Previous referral records
Review 2	Student Progress Coach Parent / Guardian CAM Additional Support*	Student Progress Coach Additional Support* Student Engagement Mentor	Stage 2 Referral Targets 1-1 monitoring record
3	Student Progress Coach Parent / Guardian CAM HOF Additional Support* Student Engagement Mentor	Student Progress Coach HOF Additional Support* Student Engagement Mentor	Attendance Reason for Referral Curriculum Report (Promonitor comments) Previous Targets Previous Intervention External Agencies Previous Referral records
Review 3	Student Progress Coach Parent / Guardian HOF Additional Support*	Student Progress Coach Additional Support* Student Engagement Mentor	Stage 3 Referral Targets 1-1 monitoring record
4	Student Progress Coach Parent / Guardian Member of SLT HOF EDI Manager Additional Support Student Engagement Mentor	Student Progress Coach Member of SLT Additional Support* Student Engagement Mentor	Attendance Reason for Referral Course Team Statement Previous Targets Previous Intervention External Agencies Previous referral records
Review 4	Student Progress Coach Parent / Guardian HOF Member of SLT Additional Support*	Student Progress Coach HOF Additional Support* Student Engagement Mentor	Stage 4 Referral Targets 1-1 monitoring record

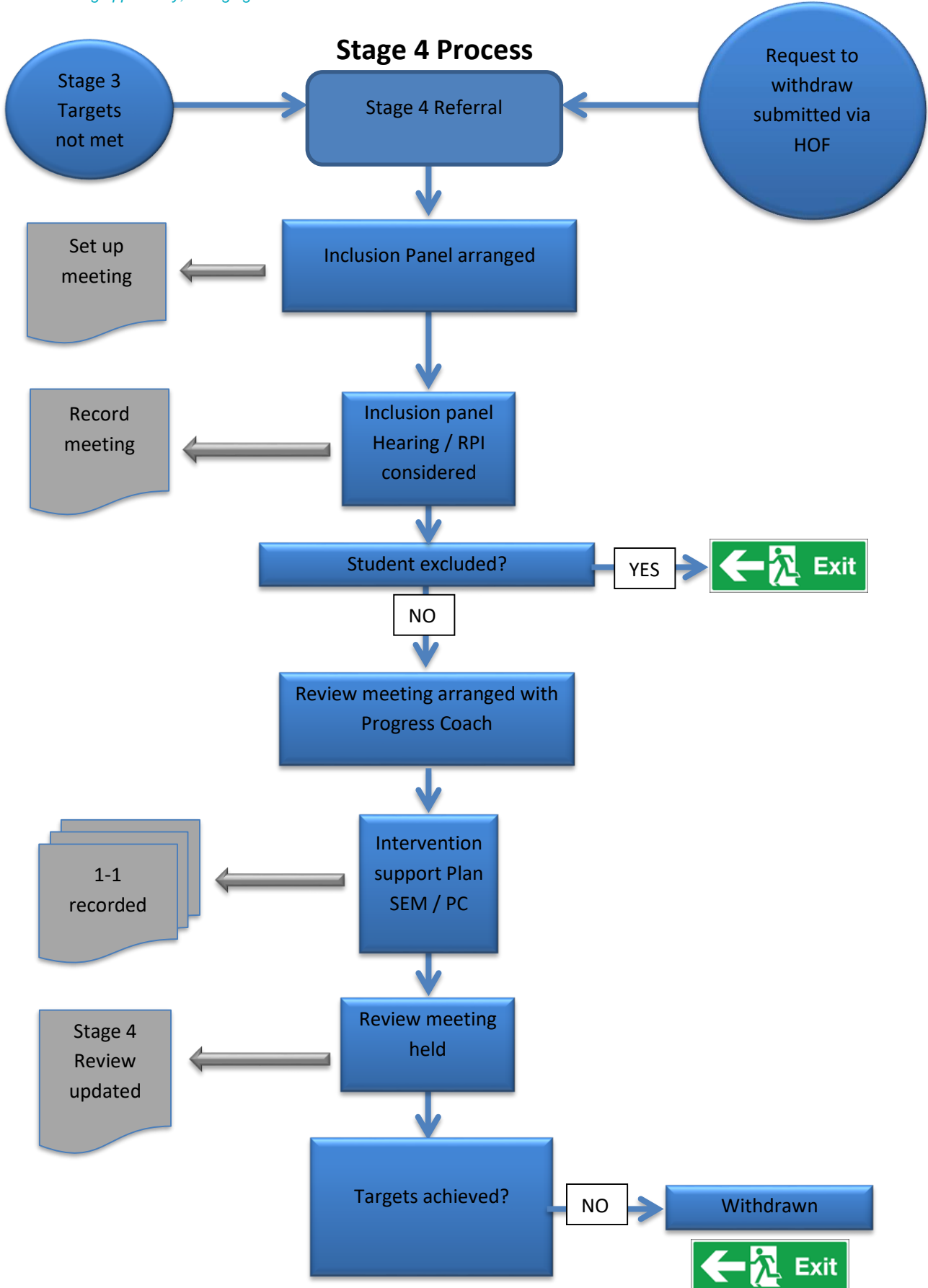
- **Relevant staff to be invited eg support for EHCP, or is a vulnerable student.**

Stage 1 Process









Appendix 2 – Template letter – Stage 1 Restorative Intervention

DATE

Student: *****

Dear Student

Behaviour at College – Stage 1 Restorative Intervention

The wellbeing, safeguarding and success of our learners is a priority at Kirklees College. We all agree that mutual respect and tolerance should be encouraged and supported across the whole college community. Positive behaviour, including attendance, is an important part of our expectations as set out in the Kirklees College Code of Conduct.

In line with College policy, you have already received a number of supportive measures to encourage behaviour change to enable you to progress on your course and do well. However, you have not made the progress you need to make in order to be successful in your studies and, in order to support you further, we are now implementing stage 1 of the Restorative Practice Intervention programme.

This means that we will invite you and your parents / carers to meet and discuss what has happened and how you can positively move forward.

Please note that the disciplinary process can also be used if appropriate. Restorative Practice Interventions remain on your college record but are 'spent' after a 3 month period with no repeat incidents.

Therefore it is really important that you engage with this process which is designed to help you to reflect on your behaviour and make the changes necessary to ensure your success.

Yours sincerely

On behalf of Kirklees College

Appendix 3 – Template letter– Stage 2 Formal Warning

DATE

Student: *****

Dear Student

Positive Behaviour– Stage 2 Formal Warning

The wellbeing, safeguarding and success of our learners is a priority at Kirklees College. We all agree that mutual respect and tolerance should be encouraged and supported across the whole college community. Positive behaviour, including attendance, is an important part of our expectations as set out in the Kirklees Code of Conduct.

In line with College policy, you have already received a number of supportive measures to encourage behaviour change to enable you to progress on your course and do well. However, you have not responded to these interventions and we are now implementing stage 2 of the disciplinary process. This means we are issuing you with a ‘formal warning’.

All formal warnings include an agreed contract to support improvement in behaviour which we will discuss with you. A formal warning has duration of 12 months but may be extended if necessary.

OR

Due to a specific incident in which you were involved, we are invoking stage 2 of the disciplinary process and you have been issued with a Formal Warning.

The Formal Warning will stay on your record for the rest of the academic year or the date of XXXXX

You will also be invited to participate in the Restorative Practice process which will support you in putting things right.

If you wish to appeal against the issuing of this caution you will need send an e mail to appeals@kirkleescollege.ac.uk stating the reasons you disagree with the sanction given, within 10 days of the date of this letter.

The decision will then be further assessed as to whether there are grounds for removing or upholding the caution issued. You will be informed of the decision by phone and in writing.

We will be contacting your parents / carers to inform them of this action. We may ask them in to come in to College to discuss how we can best support you to succeed.

Please see your Progress Coach if you have any further questions.

Yours sincerely

On behalf of Kirklees College



DATE

Student: *****

Dear student

Positive Behaviour – Stage 3 Final Warning

The wellbeing, safeguarding and success of our students is a priority at Kirklees College. We all agree that mutual respect and tolerance should be encouraged and supported across the whole college community. Positive behaviour, including attendance, is an important part of our expectations as set out in the Kirklees Code of Conduct.

In line with College policy, you have already received a number of supportive measures to encourage behaviour change to enable you to progress on your course and do well. However, you have not responded to these interventions and we are now implementing stage 3 of the disciplinary process. This means we are issuing you with a ‘final warning’.

OR

Due to the incident/s which occurred on (date), we are now invoking stage 3 of the disciplinary process and you have been issued with a Final Warning.

All final warnings include an agreed contract to support improvement in behaviour which we will discuss with you. A final warning has a duration of 12 months but may be extended if necessary.

A final warning is the last step before a disciplinary hearing for withdrawal or exclusion.

You will also be invited to participate in the Restorative Practice process which will support you in putting things right.

If you wish to appeal against the issuing of this caution you will need send an e mail to appeals@kirkleescollege.ac.uk stating the reasons you disagree with the sanction given, within 10 days of the date of this letter.

The decision will then be further assessed as to whether there are grounds for removing or upholding the caution issued. You will be informed of the decision by phone and in writing.

We will be contacting your parents / carers to inform them of this action. We may ask them in to come in to College to discuss how we can best support you to succeed.

Please see your Progress Coach if you have any further questions.

Yours sincerely

On behalf of Kirklees College



DATE

Student: *****

Dear Student

Positive Behaviour– Stage 4 Inclusion Panel Hearing.

The wellbeing, safeguarding and success of our learners is a priority at Kirklees College. We all agree that mutual respect and tolerance should be encouraged and supported across the whole college community. Positive behaviour, including attendance, is an important part of our expectations as set out in the Kirklees Code of Conduct.

In line with College policy, you have already received a number of supportive measures to encourage positive behaviour and progress. However, you have not responded positively and we are now invoking stage 4 of the disciplinary process. As a result, you are invited to attend a formal hearing where the evidence for exclusion will be presented and you will be given the opportunity to present your case.

OR

Due to the incident/s which occurred on (date), we are now invoking stage 4 of the disciplinary process. You are invited to attend a formal hearing where the details of the incident/s will be discussed and a decision will be made about whether you can continue to study at Kirklees College at this time. You will be given the opportunity to present your case and you are invited to bring someone to support you. Your Progress Coach will be invited unless you prefer someone else.

The meeting will take place on: DATE TIME VENUE

A copy of this letter will be sent to your parents / carers. They are invited to attend the hearing if you wish. Your Progress Coach will also be invited though you may choose someone else to support you at this meeting if you wish. You need to inform us that you will attend the meeting and who will be accompanying you.

Yours sincerely

On behalf of Kirklees College

Appendix 6 – Template letter – Withdrawal / Exclusion



DATE

Student: *****

Withdrawal

Dear Student

As you know, a hearing was held in College on (date) to assess evidence of your behaviour.

This letter is to formally notify you that as a result of that meeting, the decision has been taken to withdraw you from your course from [date]. This means that you may not continue on, or enrol on, any College course during the remainder of this academic year.

You may be allowed to complete any outstanding work to support you in achieving your qualifications. This will be decided on a case by case basis in agreement with you and your course tutors.

This exclusion will last for :

Rest of year

Next academic year

Permanent

You have the right of appeal against this decision. If you wish to do so, you must e mail appeals@kirkleescollege.ac.uk within 10 days of receiving this letter explaining why the decision is unfounded or unjustified. This must be on the basis of a failure in procedure or new evidence in support of your case.

Please contact your Progress Coach if you would like to be referred to the Careers Service so that you may receive impartial advice and guidance about your future educational choices.

The terms of your withdrawal mean that you must not enter any of the College sites, buildings or premises for any purposes, except to attend a pre-arranged appointment with a member of staff. If you are required to attend for any purpose, this will be confirmed in writing.

Yours sincerely

Appendix 7 – Template letter – Suspension letter



DATE

Student: *****

Dear Student

The wellbeing, safeguarding and success of our learners is a priority at Kirklees College. We all agree that mutual respect and tolerance should be encouraged and supported across the whole college community. Positive behaviour, including attendance, is an important part of our expectations as set out in the Kirklees Code of Conduct.

Due to your involvement in the incident detailed below, and the risks associated with you attending college, a temporary suspension is now in place to ensure your own safety and the safety of others.

Incident (date/ time / place/ brief detail)

Your suspension will remain in place from the date of this letter until further notice. In the next few days, the College will write and tell you the date and time for you to come in and talk to us about what has happened. A copy of the College's Positive Behaviour Policy and Procedure will be sent to you at the same time.

Please note that as part of your suspension you are not allowed on College premises other than to attend the meetings as requested. If you have any examinations scheduled throughout your suspension, contact your progress coach immediately.

If you wish to appeal against the issuing of this caution you will need send an e mail to appeals@kirkleescollege.ac.uk stating the reasons you disagree with the sanction given, within 10 days of the date of this letter.

A copy of this letter will be sent to your parents / carers. They are invited to attend any meetings with you if you wish. Please contact your Progress Coach if you have any questions or feel you need further support.

Yours sincerely

On behalf of Kirklees College

There will be a termly moderation process to check consistency of practice and decision making and to instigate further developments as appropriate.

Social, Emotional and Mental Health Review

When thinking about a student's behaviour, check the following INCLUSIVE support strategies and their effect to date. The INTENT is to develop a meaningful student improvement contract.

IMPLEMENTATION	Date initiated	Review Dates:			IMPACT: Did it work, how was progress measured?
Wave 1- Universal Offer	What is in place for every student?				
Quality First Teaching Strategies					
Induction to college					
Inclusive and positive behaviour policy					
Group plan in place					
Positive meet and greet every lesson					
Positive peer relationships in classroom					
Consistent use of positive language					
Demonstrate and praise positive behaviours					
College and classroom rules displayed and consistently reinforced					
Consistent use of rewards and sanctions					
Consistent behaviour management strategies					
Classroom environment (seating, lighting, sound etc)					
Planning					
Course organisation and SOW planning for intent, implementation, impact and inclusivity					
The curriculum support and promotes emotional health through planned and naturally occurring opportunities					





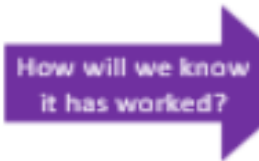


IMPLEMENTATION	Date initiated	Review Dates:			IMPACT: Did it work, how was progress measured?
Appropriate curriculum					
Differentiation and personalisation of learning					
Episodes and transitions within the academic year					
Address the gaps in learning eg google and study coaching					
Opportunities for self-assessment/reflection and student recording					
Learning					
Teaching styles adapted when necessary					
Clear learning and behaviour targets					
Ongoing monitoring, reviewing and evaluation of progress					
Chunk work to enable student engagement					
Clear intent of learning					
Problem Solving buddies					
Promotion of independent learning					
Regular communication with parents / carers					
Effective PSHCE / tutorial programme in place to develop resilience					
Student enrichment and student voice in place					
Wave 2- Support outside the classroom					
Use of a timeout system and planned					
Low level reports i.e. Subject tutor / support staff					
Use of specific staff for 1:1 support					

IMPLEMENTATION	Date initiated	Review Dates:			IMPACT: Did it work, how was progress measured?
Parental engagement meetings and regular home/school communication					
Improvement plan initiated					
Peer support sessions					
Group work/1:1 work sessions in school to build understanding/skills in....					
Internal resources implemented					
Nurture Groups					
SEAL/Social skills group					
Internal tasters					
Access to specific emotional literacy programmes					
Referral to campus SENDCO to identify deeper learning needs through assessment					
Learning support assessments					
Peer Mentoring in place					
Build Staff Capacity to manage SEMH CYP					
Staff training					
Wave 3- Targeted / Personalised Support	Interventions that support skills, development and capacity in Wave 1 & 2, but supported by further advice from appropriate professionals				
Early help sought for EHCP and plan initiated					
Referral to student services support					
Counselling/Therapeutic Services					
Neurodiversity adjustments in place					
Internal transfers					
Involve external agencies and voluntary sector					

IMPLEMENTATION	Date initiated	Review Dates:			IMPACT: Did it work, how was progress measured?
Kooth counselling					
informed by further advice from appropriate professionals.....list....					

Mission Statement

Creating opportunity, changing lives

Restorative Behaviour Meeting			
Date:		Time:	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>What happened?</p> </div> <div style="text-align: center;">  <p>How did you feel then?</p> </div> <div style="text-align: center;">  <p>How do you feel now?</p> </div> <div style="text-align: center;">  <p>What needs to happen next?</p> </div> <div style="text-align: center;">  <p>How will we know it has worked?</p> </div> <div style="text-align: center;">  <p>When should we review this?</p> </div> </div>			
 <p>What actions need to happen now?</p>			
Signed meeting facilitator:		Signed Student:	

Mission Statement

Creating opportunity, changing lives

Appendix 8 – Flowchart

The Behaviour Code standardises expectations of staff and students at Kirklees College; enabling students to learn and teachers to teach.

Rewards and Recognition

TIMELY - Reward and recognise at point of desired behaviour.

NOTICE – first attention to best conduct. Aim to catch students doing the “right thing”.

HOME – positive postcard/phone call home (parent/carer partnership), who do they want to make proud?

OVER AND ABOVE – differentiated to students but praise beyond minimum standards.

When students need support with positive behaviour.....

Restorative Practice Intervention (RPI) should always be the first option where there is damage to relationships.

With agreed actions to achieve.

Support available may include:

- Mediation between affected parties
- Progress Coaching
- Support referral e.g. Student Engagement Mentor, chaplaincy
- Parent/carer partnership

Fitness to Study

Students who present with difficulties due to their physical or mental wellbeing should, wherever possible, be considered from a supportive perspective rather than a disciplinary one. This will be assessed on a case by case basis by the inclusion panel.

If RIs do not have desired impact, or students do not engage, disciplinary procedures may still be applied. Stage 1, Coaching caution to be issued by Progress Coach. Up to 3 coaching cautions can be issued.

Disciplinary

- Formal
- Final
- Exclusion

(Disciplinary procedure should be avoided within the first 42 days of academic year, unless there is reasonable justification and with authorisation from HoF)

Restorative Practice Intervention (RPI) should always run alongside any formal disciplinary procedure where appropriate and will be facilitated by progress coaches.

Further Support available may include:

- Mediation between affected parties
- Progress Coaching
- Support referral e.g. Student Engagement Mentor, chaplaincy
- Parent/carer partnership

