**Positive Behaviour**

**Policy 2020-21**

***Warmly Welcomed and Wanted;***

***Every Student, Every Day, by Everyone.***

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**1.Brief guide to key points in this policy:**

* No withdrawals 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, Support and Inclusion, DDSL, Student Engagement manager or EDI Lead 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 disciplinary action wherever possible and realistic.
* Members of Inclusion Panel will facilitate hearings for requests to withdraw students.
* Curriculum will present evidence to support requests for withdrawal.
* In the case of a request to suspend vulnerable students e.g. LAC, YPs, YCs, YOs, CLs for more than 24 hours a scrutiny panel chaired by the Assistant Principal for Student Engagement, Student Engagement Manager or EDI Lead should be requested. Request for this to be submitted to [suspensionrequest@kirkleescollege.ac.uk](mailto:suspensionrequest@kirkleescollege.ac.uk)
* Progress Coaches or student’s preferred advocate will attend student hearings.
* Where the policy refers to ‘classrooms’ or ‘college premises’, this includes any college related online / virtual activity.
* Students considered not ‘fit to study’ should be referred to the Inclusion Panel for assessment.
* Appeals to the outcome of student hearings will be assessed by APs.
* Complaints about the process or outcomes will be assessed by the VP.
* 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.
* Appropriate external agencies must be alerted of any exclusion of 16- 19 students e.g. CK Careers, Local Authority.
* RPI should be used instead of formal disciplinary processes in all possible cases.
* Appeals will be submitted via a new e mail address: [appeals@kirkleescollege.ac.uk](mailto:appeals@kirkleescollege.ac.uk)

**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
* Appropriate challenging of negative behaviour
* Positive reinforcement and mutual respect
* A consistent approach
* Clarity of roles and responsibilities
* High expectations
* Effective sanctions
* Establishing calm, productive and safe learning environments

Restorative Practice (RP) 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

A core team of staff will be fully trained in RP for 18/19 with a rolling programme of RP training and development available to all staff 2018 – 2021. The initial core team will comprise of all Progress Coaches, Mentors for Apprentices and Student Engagement Mentors.

**4. Kirklees College approach to 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 RP 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 behaviour

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. This applies to classrooms in college and online teaching forums.

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
* It’s 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

If a criminal offence has been committed the College will involve the police. In certain circumstances, as a victim, a student maybe advised to contact the police directly. The safeguarding team and the health and safety staff are available to advise in all cases involving the police.

All Positive Behaviour Interventions should be logged on Promonitor using the relevant meeting template. A comment on Promonitor should also be added to ensure all staff are aware of strategies to support and the student’s agreed actions. Training on issuing and logging warnings or delivering interventions that have impact is available through the EDI Lead and Positive Behaviour Team.

**Wherever possible, logged restorative interventions should take place prior to formal disciplinary. Where appropriate, formal disciplinary processes can be used in conjunction with RP.**

The reason for disciplinary 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 on and off site
* Consistent and repeated improper use of mobile phones and / or audio devices when in classrooms (physical and online) or on College premises
* Demonstration of aggressive behaviour/ discrimination/ harassment/ bullying, including online behaviour.
* Allowing other learners or non-students to gain access to the premises using their own ID Card
* Allowing non-students to gain access to college on line activities and forums
* Breaching Health & Safety policies; for example, using unsafe practices in practical workshops or refusal to follow social distancing instructions.
* Being under the influence of alcohol or illegal drugs on College premises or whilst engaged in any College related activities, including online.
* Any criminal offence including: -
  + Endangering or causing injury to others
  + Possession of an offensive weapon
  + Theft
  + Wilful damage to College property, equipment and accommodation
  + Hate Crimes

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.
* That not all students have the same access to digital technology and therefore adjustments will need to be made as appropriate

***Please note: No disciplinary sanctions are to be issued within the first 42 days without agreement with HoF.***

**7a. Stage 1 – Restorative Practice Intervention (RPI)/Caution**

### 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.

Progress Coaches or other 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.

For Remote Working Procedures, see appendix 8

**All interventions will require use of the Restorative Intervention templates.**

**Coaching Caution**

A Coaching Caution is designed to encourage student reflection on the behaviour in question and to consider the impact on themselves, their learning and the wider impact on others.

The Promonitor template structures the student led conversation and the desired outcome is that the behaviour will not be repeated as the student has understood the consequences without punitive measures.

For Remote Working Procedures, see appendix 8

|  |  |  |
| --- | --- | --- |
| Stages | Actions | Inform |
| RPI:  To take place within 5 days of the undesired behaviour | Meeting between Progress Coach and student with parents / carers where possible.  A meeting with others affected (staff / students) will be held during this period.  Restorative Intervention template followed.  Agree specific actions, review date and schedule review.  Record on Promonitor in meetings with an attached comment to alert relevant staff. | Parents / carers / guardians. |
| Coaching Cautions:  PCs can issue a caution when RPI cannot take place | PCs can issue coaching cautions  where an RPI cannot take place, e.g. student / victim will not engage, then a coaching caution can be issued.  Students can be issued with 3 coaching cautions over an academic year. Once 3 coaching cautions have been issued any following misdemeanour will be dealt with at Formal Warning stage.  Record on Promonitor in meetings with an attached comment to alert relevant staff. | Parents / carers / guardians. |

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

* The Student Engagement Mentor. Some examples include; anger management, personal issues affecting behaviour, anxiety, self-esteem and confidence. This support can be accessed in person, over the phone or online.
* Appropriate external agencies who would be better placed to offer more specialist support.

### 7b. Stage 2 - Formal Warning

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

**It is not expected that a tutor will issue a formal disciplinary for minor classroom management issues. Classroom behaviour concerns should first be noted and addressed within the department. Any formal disciplinary should be issued with the student present in addition to any other appropriate staff. The member of staff issuing the formal warning should also inform parents and record on Promonitor as a meeting with an attached comment to alert all relevant staff.**

In the case of repeated offences, or a more serious offence, a formal warning should be given by the CAM (in the case of curriculum-based offences) or EDI Lead/Student Engagement Manager (SEM) (in the case of cross-College offences).

This should be recorded on the appropriate Promonitor page.

**Parents/guardians must be informed when the learner receives a warning at Formal Warning level or above and be offered feedback on the student behaviour and the sanction.**

All Formal Warnings should offer support to improve and include RPIs where appropriate. Documentation of this meeting should detail expected changes in behaviour and include a review period. The full offer of support should be clearly communicated with the student and parent/guardian and documented on Promonitor.

A Formal Warning has duration of 3 months, after which this can become ‘spent’.

All warnings will remain on the student's record after the end date (spent), for the remainder of the academic year.

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

For Remote Working Procedures, see appendix 8

**Formal Warning**

**Issued by:** CAM/SEM/EDI Lead

**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 Final Warning carries with it the indication that any subsequent breach of the College’s Behaviour Policy will result in a Disciplinary Hearing for Withdrawal or Exclusion, with the Inclusion Panel.

The purpose of the Final Warning is to clearly indicate that this is the last opportunity for the learner to improve behaviour before the most severe disciplinary sanctions are used.

A Final Warning should be issued by the CAM (in the case of curriculum-based offences) or EDI Lead/Student Engagement Manager (in the case of cross-College offences) in a formal meeting attended by the student and their parent/carer 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 a Disciplinary Hearing for withdrawal or Exclusion.

All Final Warnings should offer support to improve and include RPI, where appropriate. The full offer of support should be clearly communicated with the student and parent/guardian and documented on Promonitor.

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.

For Remote Working Procedures, see appendix 8

**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 a disciplinary.**

**Final warning**

**Issued by:** CAM/SEM/EDI Lead

**Appeal to:** HoF out of area

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

#### 7d. Stage 4 –Request for Withdrawal/Exclusion (heard by Inclusion Panel)

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 behavior and engage with support offered.

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

For Remote Working Procedures, see appendix 8

**Withdrawal**

**Issued by:** Chair Inclusion Panel

**Appeal to:** Assistant Principal

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

**Where a request for withdrawal is refused the RP process should be instigated along with an agreed sanction.**

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

**The meeting 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.**

**The disciplinary process may be used to engage the learner and reinforce the positive - even at stage 3.**

**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. Disciplinary Hearing with Inclusion panel

The AP Safeguarding and Inclusion, Student Engagement Manager, EDI manger or delegated person will chair the formal hearing along with a minimum of one, maximum two other members of staff to include one CAM or HoF.

Students will receive at least 3 days’ notice of the hearing.

In that hearing, attended by the student, parent/guardian, progress Coach or advocate, the evidence for exclusion should be presented by the 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 exclusion 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 exclusions can be until the end of the 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 pupil 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 will need authorisation from a member of the Safeguarding & Inclusion team. Staff may agree an informal "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 further formal process. When they return to College or online learning they must meet with their Progress Coach / tutor / SPL who will discuss the events leading to the cooling off period and agree any appropriate further actions. Such cases will be authorised by the HoF. Parents / carers must be informed for any student 16-19 being sent home.**In the case of a request to suspend vulnerable students e.g. LAC, YPs, YCs, YOs, CLs for more than 24 hours a scrutiny panel chaired by EDI Lead or Student Engagement Manager, should be requested. Request for this to be submitted to* [*suspensionrequest@kirkleescollege.ac.uk*](mailto: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 the AP Safeguarding & Inclusion, DDSL, Student Engagement Manager or the EDI Lead. 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. This can take place online or over the phone.
* 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 contact 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. A suspension may also be applied if the college becomes aware of behaviour that opposes our values or brings the college into disrepute. If the college becomes aware of any criminal activity (either in college or not) we have a duty to report this to the police. Examples of such high-risk crimes/behaviours 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, hate crimes. 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 and to the student in question. The decision to suspend must be taken in consultation with the AP Safeguarding & Inclusion, DDSL, Student Engagement Manager or EDI Lead.

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

**Appeal against Formal and Final Warning**

Students who wish to appeal against the issuing of a Formal Warning must complete an Appeals Form. A CAM out of area and either the Student Engagement Manager and/or EDI Lead (if not part of original disciplinary) 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 PAD 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 and Student Engagement Manager/EDI Lead who together 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 Exclusion, the student will need to apply in writing to an Assistant Principal 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 a new e mail: [appeals@kirkleescollege.ac.uk](mailto:appeals@kirkleescollege.ac.uk)

The Assistant Principal 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 by the Assistant Principal.

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 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.

For Remote Working Procedures, see Appendix 8

### 11. Scrutiny Panel hearings

When a student has been issued with a fixed term exclusion e.g. rest of academic year, they may apply to study at Kirklees College once this period of time is over. Before their application is processed, an Enrolment Scrutiny Panel hearing will take place. This panel will assess the suitability and readiness of the student to continue their education with us. (see appendix 9 for process).

Where a student has been subject to a fixed term exclusion and college has evidence of further misdemeanour, a risk assessment will be completed. Where the outcome of the risk assessment is that the student is ‘high risk’, it is not necessary to convene a panel. At this point the application can be refused along with an extension to the fixed term exclusion or permanent exclusion.

A panel may be convened if further discussion is needed to consider an extension to the fixed term exclusion or permanent exclusion. The outcome will be communicated within 7 days.

The young person can appeal the outcome.

**Appendix 1 – Positive Behaviour Policy Overview**

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| --- | --- | --- |
| Stages | Actions | Inform |
| RPI  To take place within 5 days of the undesired behaviour | Meeting between Progress Coach or SPL or relevant staff member, and student with parents / carers where possible.  A meeting with others affected (staff / students) may be held during this period.  Restorative Intervention template followed.  Agree specific actions, review date and schedule review.  Record on Promonitor in meetings with a comment attached to alert all relevant staff. | Parents / carers / guardians. |
| Coaching Caution | Where an RPI cannot take place, e.g. student / victim will not engage, then a coaching caution can be issued.  Students can be issued with 3 coaching cautions over an academic year. Once 3 coaching cautions have been issued any following misdemeanour will be dealt with at Formal Warning stage.  Record on Promonitor in meetings with a comment attached to alert all relevant staff. | Parents / carers / guardians.  Student must be in attendance at meeting. |
| Disciplinary  Formal warning | Issued by:  CAM (in the case of curriculum-based offences)  Student Engagement Manager/EDI Lead (in the case of cross-College offences).  RPIs to be instigated.  Record on Promonitor in meetings with a comment attached to alert all relevant staff.  Student must be in attendance at meeting.  Recorded on promonitor on appropriate page detailing expected changes in behaviour and a review period. | Parents informed by member of staff issuing formal warning.  Has a duration of 3 months, after which this can become ‘spent’. |
| Right to Appeal | Heard by CAM out of area and either the Student Engagement Manager and/or EDI Lead (if not part of original disciplinary). | Student informed by phone / letter within 5 days |
| Disciplinary  Final Warning | Issued by:  CAM (in the case of curriculum-based offences)  Student Expereince Manager/EDI Lead (in the case of cross-College offences).  RPIs to be instigated.  Record on Promonitor in meetings with a comment attached to alert all relevant staff. | Formal meeting with CAM/SEM/EDI Lead, attended by the student and their parent/carer plus any other staff involved.  Meeting to clearly indicate that this is the last opportunity for the learner to improve behaviour before the most severe disciplinary sanctions are used. |
| Right to Appeal | Heard by HoF (out of area) and AP Safeguarding and Inclusion or delegated person. | Student informed by phone within 2 days / letter within 5 days |
| Disciplinary  Exclusion  After Inclusion panel Hearing | Assistant Principal Safeguarding and Inclusion  Inclusion panel members  Advocacy from Progress Coach or other  Case presented by curriculum  Record on Promonitor in meetings with a comment attached to alert all relevant staff. | Student and parent/carer (if under 19) to attend.  Outcome recorded on Promonitor.  Letter with outcome to be sent to student and parent/carer |
| Right to Appeal | Heard by Assistant Principal | Student informed by phone within 2 days / letter within 5 days |
| Complaints | Heard by VP | Student informed by phone within 2 days/ letter within 5 days |

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](mailto: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

Appendix 4 – Template letter – Stage 3 Final Warning



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](mailto: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

Appendix 5 - Template Positive letter – Stage 4 Inclusion Panel Hearing.



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](mailto: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](mailto: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

**Appendix 8 –** Remote Working Procedure

During Covid-19 restrictions (social distancing), and in line with Government advice, interventions and hearings should be completed via an online meeting or over the phone if appropriate.

The facilitator/s takes responsibility for ensuring that the College’s Video Conferencing Protocols are adhered to.

<https://livekirkleescollegeac.sharepoint.com/sites/KCShare/coronaviruscovid-19>

Letters sent inviting student and parent/carer to meetings should be amended with details of how to access online meeting, or how to take part via phone call. Reasonable adjustments should be made so that the appropriate level of support is available to ensure students and parents/carers can access and engage, as fully as possible, at all stages of this policy. This could include but is not limited to pastoral and SEND staff, IT support and Health & Safety teams.

The student has the right to advocacy and can ask a suitable person to attend to support them; this excludes legal representation. The college reserves the right to assess suitability of chosen advocate.

This Procedure can be adopted in any cases where remote working is necessary.

|  |  |  |
| --- | --- | --- |
| Stages | Actions | Inform |
| RPI  To take place | An online meeting between Progress Coach or trained member of staff, and student with parents / carers where possible, in line with video conferencing protocols.  An online meeting with others affected (staff / students) may be held during this period.  Restorative Intervention template followed.  Agree specific actions, review date and schedule review.  Record on Promonitor in meetings with a comment attached to alert all relevant staff.  Where alternatives to an online meeting are required, please seek advice from Student Engagement Manager/EDI Lead. | Parents / carers / guardians. |
| Coaching Caution | See 7a. Stage 1  Student must be in attendance (online or over the phone) at the meeting. | Parents / carers / guardians. |
| Disciplinary  Formal warning | See 7b. Stage 2  Student must be in attendance (online or over the phone) at the meeting. | Parents informed by member of staff issuing formal warning. |
| Right to Appeal | See 10. Student Appeal Procedures | Student informed by phone / letter within 5 days |
| Disciplinary  Final Warning | See 7c. Stage 3  Student must be in attendance (online or over the phone) at the meeting. | Parents informed by member of staff issuing formal warning.  This should be confirmed in writing. |
| Right to Appeal | See 10. Student Appeal Procedures | Student informed by phone within 2 days / letter within 5 days |
| Request for Exclusion  Inclusion Panel/Appeal hearing | Inclusion Panel Hearing or Appeal Hearing to take place via online meeting, wherever possible.  All designated staff must be present in the online meeting but student can take part via phonecall on speakerphone with a panel member, if unable to access online meeting.  As with all Inclusion Panel hearings, the meeting can go ahead without the student but all attempts to engage them the process must be made and documented. | Record outcome on Promonitor in .  Students to receive at least 3 days’ notice  Student and parent/carer (if under 19) to attend. |
| Right to Appeal | See 10. Student Appeal Procedures | Student informed by phone within 2 days / letter within 5 days |
| Complaints | See 10. Student Appeal Procedures | Student informed by phone within 2 days/ letter within 5 days |

**Appendix 9 – Partial Opening Procedure**

During COVID-19, adjustments have been made in line with government guidelines, necessary to ensure safety of staff and students.

Consideration should be given to the potential impact on students’ behaviour and attitudes. Staff must be sensitive to an individual student’s previous experiences and support them to readjust. Staff should consider the following:

* Experiences of bereavement or loss or another, real or perceived, traumatic episode.
* The experiences of students during lockdown may have impacted on their ability to concentrate, socialise and learn.
* Some students may present with frustration as a result of being isolated from friends or having missed a significant event or experience.
* Re-adjusting to working alongside peers.
* Disruption to routine (again).

**Addressing Behaviour On-site During Partial Reopening:**

Where minor behaviour issues occur, staff should address this whilst following social distancing guidelines. Please refer to security policies where relevant.

If evidence of misdemeanour is reported after the student/s have left the premises for the day, the Remote Working Procedure can be followed, see Appendix 8.

Where a student’s behaviour warrants disciplinary action at the time, and they are on site, only a member of staff who has been working with that student should issue the disciplinary whilst adhering to social distancing and Health & safety guidelines and in agreement with the Duty Manager.

**Rewards and Recognition:**

Reward and recognition is part of our policy and should continue during this phased return to college. Staff should pay attention to and offer praise for:

* Work competed at home during lockdown.
* Additional caring duties student may have undertaken.
* Any work in the community the student has taken part in.
* Work completed during attendance at college.

**Disciplinary procedures:**

In cases of partial re opening, Covid-19 restrictions (social distancing) and Government advice still apply; formal meetings and hearings should be completed via an online meeting or over the phone if appropriate. The facilitator/s is responsible for ensuring that the College’s Video Conferencing Protocols are adhered to.

<https://livekirkleescollegeac.sharepoint.com/sites/KCShare/coronaviruscovid-19>

**Invites to meetings:**

* Letters and e mails sent inviting student and parent/carer to meetings should be amended with details of how to access online meeting, or how to take part via phone call.
* Reasonable adjustments should be made so that the appropriate level of support is available to ensure students and parents/carers can access and engage, as fully as possible, at all stages of this policy. This could include but is not limited to pastoral and SEND staff, IT support and Health & Safety teams.
* The student has the right to advocacy and can ask a suitable person to attend to support them; this excludes legal representation. The college reserves the right to assess suitability of chosen advocate.

**Appendix 10 – Reward and Recognition Flowchart**

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

**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

**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

**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.

**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)

If **RI**s 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.

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

**Rewards and Recognition**

**TIMELY** - Reward and recognise at point of desired behaviour.

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

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

**Appendix 11 - ENROLMENT SCRUTINY PANEL (ESP) PROCESS**

Concerns raised from previous academic year by curriculum.

Applicant has been excluded through Inclusion Panel Process.

Enrolment to continue with the right to withdraw after ESP.

Applicant presents at enrolment with high level of threatening / violent / abusive behaviour.

Enrolment paused and enrolment scrutiny panel requested.

Applicant is identified as High Risk via intel from external agencies.

Enrolment to continue with the right to withdraw after Safeguarding Risk assessment and/or ESP.

If the applicant has an EHCP or is LAC, CL, YP, YC, Estranged, the relevant person will be involved and may be present at the scrutiny panel

Appeal upheld

Panel original decision upheld

Appeal heard by relevant AP

Appeal rejected or no appeal made

**Place at College maintained**

Concerns logged on Promonitor

Progress Coach alerted to support

Other support referrals made e.g. Student Engagement Mentor

Student and Parent / Carer strategy meeting held with curriculum

Support actions agreed and documented so all relevant staff aware.

**Place at College withdrawn**

Appeal process available

Scrutiny Panel decision communicated to applicant, curriculum and all relevant stakeholders

**Referral made to Scrutiny Panel** [scrutinypanel@kirkleescollege.ac.uk](mailto:scrutinypanel@kirkleescollege.ac.uk)

Applicant risk assessed as high risk, place at college withdrawn. Letter sent to applicant with details of appeal process.

Refer to C&K Careers

Applicant and Parent/Carer/Social Worker invited by letter. Sent by Student Engagement administrator.

Letter to outline how to access online meeting or details of appointment location.

**Enrolment Scrutiny Panel convened.**

Chair: AP Student Experience, Head of Student Support and Development or Student Engagement Manager

Panel members can be:

Safeguarding x 1

EDI Lead or Student Engagement Manager x 1

HoF or CAM for area applied to x 1