

Positive Behaviour Policy

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

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A brief guide to key points in this policy:

- ☐ A withdrawal must not take place without following college policy and procedure.
- ☐ In the first 42 days of enrolment, staff are asked to avoid issuing sanctions unless there is clear misconduct, but to focus on coaching conversations which can be recorded in student meetings on ProMonitor.
- ☐ Cooling off periods can be allowed after one-off incidents which do not pose an ongoing risk. Cooling off periods should last for 48 hours maximum UNLESS there is a risk of harm to student or others. This should be logged in student comments on ProMonitor.
- ☐ Where there is deemed to be an ongoing risk via a Safeguarding Risk Assessment completed with safeguarding team, students must be offered remote study wherever practicable and wellbeing and or SEND support available
- ☐ Students shall be present, wherever possible, when they are issued with any sanction and they must be aware of the appeals process. If their presence is not possible they (and parent/carer/employer where applicable) must be informed in writing.
- ☐ Appeals should be submitted via appeals@kirkleescollege.ac.uk
- ☐ CAMs must convene an Inclusion Panel when a decision needs to be made about whether the student can continue with their education at Kirklees College
- ☐ Inclusion Panel hearings must be scheduled within 15 working days of initial incident/request, unless external agency involvement prevents this.
- ☐ Restorative Interventions must be offered in all cases of damaged relationships and recorded in ProMonitor
- ☐ Any interventions will be held virtually where face to face meetings are not possible.
- ☐ The relevant CAM will ensure all support and following of policy is evident before an Inclusion Panel takes place.
- ☐ The student has the right to advocacy and can ask a suitable person (over 18 years of age) to attend to support them; this excludes legal representation. The college reserves the right to assess suitability of chosen advocate.
- ☐ Where the policy refers to 'classrooms' or 'college premises', this includes any college-related activity including online and virtual
- ☐ Appeals to the outcome of student panel hearings will be assessed by Safeguarding and Behaviour Manager
- ☐ Complaints about the process or outcomes of appeals will be assessed by the Head of Student Experience.
- ☐ Agreed exclusions can be until the end of the academic year, for the current and following academic year or permanent.
- ☐ Parents/carers should be involved wherever possible and kept fully informed unless there are safeguarding concerns.
- ☐ Appropriate external agencies must be alerted to any exclusion of 16-19 year old students by the CAM e.g. C&K Careers, Local Authority.

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 attendance, behaviour and commitment 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:

- ☐ The embedding of Trauma Informed, Restorative, Anti-racist and Inclusive Practice across college
- ☐ Promotion of positive behaviour
- ☐ Appropriate challenging of negative behaviour with an opportunity to educate
- ☐ Positive reinforcement and mutual respect
- ☐ A consistent approach
- ☐ Clarity of roles and responsibilities
- ☐ High expectations
- ☐ Effective interventions
- ☐ A calm, productive and safe learning environment

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

Scope of Policy

This Policy applies to all members of the college community. It covers all behaviour issues arising within the college and/or whilst engaged in college related learning or activities. The policy also covers behaviour which could negatively impact the reputation of the college or which poses a risk to others.

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
- ☐ Excellent personal development, behaviours and attitudes

Please note, for cases of academic misconduct, individual examination board regulations can dictate specific actions. In following this policy and procedure both this document and the relevant examination board / HE regulations should be referred to.

Kirklees College approach to positive behaviour

Minimum expectations

- ☐ 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

Student Code of Conduct

All staff should refer to the [Student Code of Conduct](#) (including Kirklees College values) when challenging student behaviour

Key elements of a positive college community environment

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. E.g. meet and greet students whenever you encounter them; a smile and a hello. Students feel welcome and valued.

Role modelling calm adult behaviour - emotional control, high expectations from all staff. Separates the behaviour from the student. E.g. maintaining a calm response to challenging behaviour.

Reward and Recognition - rewards, recognition, praise, motivation, engagement. Looks for the positive. "You get more of the behaviour you notice the most." E.g. a postcard home, who does the student want to make proud?

Consistency – Simple rules which are clear and known to everyone (students, parents/carers, staff). Consistency across college and in own practice. Relentlessly refer to your agreed rules and expectations. Consistently uphold the college values. E.g. Agree class rules and expectations with your students and stick to them, refer back to them with students.

Positive Behaviour in Action

All Positive Behaviour Interventions should be recorded 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. Please add relevant Student Experience staff into any comments. See Rewards and Consequences Procedure, *Appendix 1*.

Training on issuing and recording effective disciplinary meetings is available through the Student Experience Team.

In all cases where a student has Special Educational Needs and/or Disabilities, the curriculum shall collaborate with SENDCo/SEND lead to ensure all reasonable adjustments and support is in place and to ascertain whether the behaviour is linked to student's needs. A member of the SEND team should be consulted at all stages of the Rewards and Consequences Procedure.

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 disciplinary action.
- 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 General Data Protection Regulations (GDPR).
- That not all students have the same access to digital technology and therefore adjustments will need to be made as appropriate.

Inclusion Panel Hearings

Aim:

The Rewards and Consequences procedure is an opportunity to engage the learner and reinforce the positive - even at stage 4, this process is an intervention. It is important to give the student a chance to reflect on how they can improve and to have their voice heard. The Student Experience team will work collaboratively with curriculums as part of the decision-making process on whether exclusion is final decision. There is a strategic drive within Kirklees and West Yorkshire to reduce suspensions and exclusions.

In cases where a student's behaviour poses an ongoing risk of harm to themselves or others, it may not be necessary to conduct an Inclusion Panel. In these cases a Safeguarding Risk Assessment must be completed in collaboration with the safeguarding team. If deemed high risk, the student may be withdrawn on a fixed term or permanent basis. Where possible completion of studies should be considered, e.g. complete remotely.

Who should be present:

- The Student
- Student advocate, if requested (always offered)
- Parents/carers/guardians (always invited)
- Support agencies, where appropriate (always invited)
- Panel chair (CAM of area) and members
- Business Support Manager where relevant (Safeguarding, Student Experience, SEND)

Who can conduct them?

The CAM of the student's curriculum area will chair the formal hearing along with a minimum of one, maximum two other members of staff to include one CAM from another curriculum area. A member of the safeguarding team may also be required.

What needs to happen:

- Students will receive at least 3 days' notice of the hearing.
- A hearing should be scheduled within 15 College days from the point of request.
- The evidence for exclusion should be examined by the CAM prior to agreeing to hold the Inclusion Panel.
- Before the hearing, any associated statements or information (including CCTV where appropriate) will be sought by the Chair in advance. It is the Chair's decision as to their use in the hearing.
- The panel will have the opportunity to ask questions of staff and student.
- The student, with agreed assistance from their advocate(s), will have the opportunity to present their case against exclusion, including any mitigating circumstances.
- The panel will then withdraw to make its decision. It can recall either side to seek any points of clarification. The panel may choose to discuss the 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).

- Possible outcomes may be:
 - student is able to remain in college. Options include remaining on current programme, request to transfer to alternative programme (in collaboration with that curriculum area) or complete remainder of course via remote learning, where this is possible.
 - Exclusion for remainder of academic year
 - Exclusion for remainder of academic year and following academic year
 - Permanent exclusion

⊖ The student will be notified of the final decision in person at the hearing, where possible,

or by phone call after the hearing. In any case a letter detailing the decision will be sent to the student and parent/carer and any external organisations where appropriate.

- Written confirmation of the outcome will include information on how to appeal.
- The Chair will ensure that there is a record on ProMonitor in the comments section and a comment to alert relevant staff, including applications in case of future potential enrolments. This evidence will be kept in the event of an appeal.
- Wherever required interventions and hearings can be completed via an online meeting or over the phone, if appropriate.
- The chair takes responsibility for ensuring that the College's Video Conferencing Protocols are adhered to. 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.
- Appeals will be heard by the Safeguarding and Behaviour Manager.

Points to note:

- 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.
- Restorative Process should be offered along with the agreed sanction.

Inclusion Panels of students with EHC Plans

- Prior to an inclusion panel being convened for a student with an EHC plan the chairing manager must ensure that all reasonable steps to support the student have been taken and evidenced and if exclusion is the panel recommendation, an emergency annual review will be held.
- When an exclusion is considered appropriate, this decision must be made in partnership with the Local Authority (via SEND manager/Deputy) and subject to an emergency EHCP review.
- Unlawful exclusion of a pupil with a disability may amount to disability discrimination under the Equality Act 2010.

Suspending a Student

Cooling off periods should last for 48 hours maximum UNLESS there is a risk of harm to student or others. This should be logged in student comments on ProMonitor.

Student suspensions lasting longer than 48 hours can be agreed at Curriculum Area Manager (CAM) level where there is a risk of harm to student or others - a Safeguarding Risk Assessment must be completed with the safeguarding team to determine this.

Please note: If suspensions are not correctly reported the student is **officially 'missing from education'** therefore ALL suspensions should be logged on ProMonitor under a suspension meeting and a comment added for the attention of 'support'.

When students return to college or online learning they must meet with their Pastoral Mentor/ tutor / Programme Lead / CAM who will discuss the events leading to the cooling off period and agree any appropriate further actions.

Parents / carers must be informed for any student under 18 years of age being sent home or being suspended. *In the case of a request to suspend vulnerable students e.g. students with an EHCP, Looked After Child, Young Parents, Young Carers, those working with the Youth Justice Service, Care Leavers, Estranged for more than 48 hours the relevant manager must be alerted.*

During any suspension period:

- The student will only attend college for a specific meeting arranged by the member of staff in charge of the investigation.
- If necessary, statements can be taken over the phone or received by e mail.
- The student must not seek to contact anyone else involved in the investigation.
- Wherever possible, suspended students should be offered online learning materials and support required to support them to continue their education and they are expected to engage with this

All suspensions must be communicated to the student and parents/carers by phone call and must be confirmed in writing within 2 days of the suspension if it is likely to be longer than the 'cooling off period'. All factual information and actions taken relating to the suspension should be recorded on ProMonitor (and CPOMS if relevant) for the attention of all relevant staff.

Suspension due to high-risk behaviours or police investigation into criminal activity

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. A suspension may also be applied if the college becomes aware of behaviour that opposes our values or brings the college into disrepute. 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~~ DSL or DDSL.

If the college becomes aware of any criminal activity (either in college or not) we have a duty to report this to the police.

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 their 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 and/or the course has a significant practical element. Each case will be assessed on an individual basis.

Enrolment Suitability Panel hearings

Where there have been serious concerns during a student's period of study and/or they have been withdrawn before completing their course or 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 Suitability Panel hearing will take place. This panel will assess the suitability and readiness of the student to continue their education with us.

Where a student has been subject to a fixed term exclusion and college has evidence of further misdemeanour either at college or elsewhere, a Safeguarding Risk Assessment will be completed with safeguarding team. 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 including the issuing of a permanent exclusion.

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

Following an ESP, if it is agreed that the student can return to Kirklees College, they must be have conditions of their enrolment agreed. If they do not meet these conditions they may be withdrawn without the need for following the Rewards and Sanctions Procedure. This decision must be communicated to the student and parent/carer (if applicable) verbally and in writing with the appeals process outlined.

Student Appeal Procedures

Appeals will be submitted via appeals@kirkleescollege.ac.uk

Appeals against any stage of the Rewards and Consequences Procedure will be considered by the Safeguarding and Behaviour Manager. Grounds on which an appeal will be considered are the submission of new evidence or evidence of procedural irregularities.

The Safeguarding and Behaviour Manager will review the 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 appeals panel will then be convened by the Student Experience Manager.

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.
- The chair of the original panel will then present their case.
- The panel will have the opportunity to ask questions of the chair of the original panel.
- 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 inform the student of their decision by phone call followed by a letter sent within 5 working days.

Appendix 1

Rewards and Consequences Procedure

1. Rewards

It is vital as a college that we recognise, acknowledge 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.

Underpinning this approach is the simple reality that **we all like to be praised** for what we do well. Staff who praise students achieve better results from them and from other students who notice and model this good behaviour.

Students who are praised for displaying desired behaviours are motivated to do well and in turn other students notice and copy this behaviour.

Rewards could be:

- Verbal and non-verbal praise and positive reinforcement
- Sharing and celebrating success in curriculum areas or through whole college events
- Physical rewards given for displays of Kindness, Unity and/or Excellence
- Sharing positive stories with a student's parent/carer – who do they want to make proud?

2. Restorative Approach

Kirklees College adopts four pillars which are the foundations for creating an environment which is focussed on reward and recognition instead of punitive action:

- **RESPECT**: for everyone by listening to other opinions and learning to value them
- **RESPONSIBILITY**: being accountable 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.

Staff must adopt a restorative approach in all communications with students, where a restorative practice intervention is required (and agreed to by all parties), this should be carried out by trained members of staff.

Restorative practice and/or reparation must be considered at each stage as an alternative but must be offered in any case, alongside any warning.

Reparative work could, for example, include a student working with the facilities department to help remove graffiti after they have been found to have caused it.

3. Consequences

The Positive Behaviour Policy's overall intent is a preventative approach, we recognise that students will on occasion make poor choices. Where a warning is deemed appropriate this should be issued as per the table below.

Stage	Actions	Staff Member responsible
<i>Coaching conversation – cause for concern</i>	<ul style="list-style-type: none"> - Outline of concern discussed with student. - Any barriers established and reasonable adjustments agreed. - Recorded on promonitor on appropriate page detailing expected changes in behaviour and a review period. - Actions documented as Actions to Achieve - Review date set – no longer than 2 weeks <p>Consider –</p> <ul style="list-style-type: none"> - Report card - Quality First Teaching strategies - SEND support <p>Parent/carers (and employer) updated where applicable.</p> <p>Referral to pastoral resource to support actions to achieve where this exists (Pastoral Mentor/Mentor for Apprentices). Pastoral Mentor should further explore any barriers and monitor whether reasonable adjustments have positively impacted</p> <p>Comment alerting all staff to discussion and agreed actions</p>	<p>Study Programme – academic tutorial tutor</p> <p>Apprenticeships – Trainer/Assessor or tutor</p> <p>Substantial Adult Courses – Tutor</p> <p>HE – Course Leader</p>
Formal Notice to Improve	<p>If agreed actions not met by review date FoNTI issued</p> <p>Recorded on promonitor on appropriate page detailing expected changes in behaviour and a review period.</p> <p>Actions documented as Actions to Achieve. Review date set – no longer than 2 weeks</p> <p>Where student has SEND, relevant member of staff to be included</p>	<p>Study Programme – academic tutorial tutor</p> <p>Apprenticeships – Trainer Assessor or tutor</p>

	<p>Pastoral Mentor to advocate Care Coordinator to advocate for vulnerable cohorts</p> <p>Letter to student and parent/carer (where applicable), using template. Actioned by Curriculum Administrator</p> <p>Right to Appeal: Heard by Safeguarding and Manager</p>	<p>Substantial Adult Courses – Main course tutor/Programme Lead</p> <p>HE – course leader</p>
Final Notice to Improve	<p>Formal meeting with Programme 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.</p> <p>Where student has SEND, relevant member of staff to be included</p> <p>Pastoral Mentor to advocate Care Coordinator to advocate for vulnerable cohorts</p> <p>Recorded on promonitor on appropriate page detailing expected changes in behaviour and a review period. Actions documented as Actions to Achieve. Review date set – no longer than 2 weeks</p> <p>Letter to student and parent/carer (where applicable), using template. Actioned by Curriculum Administrator</p> <p>Right to Appeal: Heard by Safeguarding and Behaviour Manager</p>	<p>Study Programme – Programme Lead</p> <p>Apprenticeships – Apprentice Programme Lead, Trainer Assessor or tutor</p> <p>Substantial Adults – Programme Lead</p> <p>HE – Programme Lead</p>
Inclusion Panel Hearing	<p>CAM and another manager to meet with student and parent/carer if CAM is satisfied all support has been implemented and there are insufficient improvements OR the behaviour is so serious to justify considering exclusion.</p> <p>Follow guidance in Policy on conducting meeting, including for students with EHC plans. Where student has SEND, relevant member of staff to be included</p> <p>Room booking, letters and invitations will be managed by Student Experience Directorate.</p>	

	<p>Chair to record on promonitor with areas discussed and outcome. If exclusion, alert applications in promonitor outcome so Enrolment Suitability Panel will be triggered if student applies in future</p> <p>Advocacy from Pastoral Mentor, Mentor for Apprentices or Care Coordinator always offered. External Agencies may need to be invited – Safeguarding and Behaviour Manager can advise.</p> <p>Right to Appeal: Heard by Safeguarding and Behaviour Manager</p>	
Complaints after Appeal against any sanction	Heard by Head of Student Experience	

*Present at meeting – Where face to meetings are not possible, meetings can take place over the phone or online. If a student's absence means the meeting is unable to take place with them, we can progress in their absence and they should be formally notified in writing.

*For adult courses lasting 12 weeks or less, the above process does not apply. Students may be withdrawn if they miss 2 consecutive timetabled sessions. CAM will decide on an individual basis considering student level of communication, reasonable adjustments and individual circumstances. Information used to inform this decision must be recorded.

*It is not always required to apply each stage in turn, a serious breach of the Student Code of Conduct may require a Formal or Final Notice to Improve or an Inclusion Panel may be appropriate.

NB:

Present at meeting – Where face to meetings are not possible, meetings can take place over the phone or online. If a student's absence means the meeting is unable to take place with them, we can progress in their absence and they should be formally notified in writing.

For adult courses lasting 12 weeks or less, the above process does not apply. Students may be withdrawn if they miss 2 consecutive timetabled sessions. CAM will decide on an individual basis considering student level of communication, reasonable adjustments and individual circumstances. Information used to inform this decision must be recorded. There is no obligation for staff to apply each stage of the Procedure in turn with reasonable justification.

In the case of a request to exclude a student from the following cohorts, the member of staff denoted must be informed of the Inclusion Panel:

Safeguarding and Behaviour Manager:

- Care Experienced
- Young Parents
- Young Carers
- Estranged
- Adopted

SEND CO:

- Students with an EHCP

Safeguarding team.

- Safeguarding
- Any other student deemed appropriate by panel chair
- A member of the Safeguarding team should also be consulted where a student is subject to a Child in Need Plan or Child Protection Plan. The Panel chair will coordinate this.

Appendix 2 – Response to Incidents Across College

Positive Behaviour – Response to Incidents Across College

To ensure expected behaviours and attitudes are upheld we drive an ethos of valuing positive relationships between all members of the KC community through effective application of the Positive Behaviour Policy (PBP). It is everyone's responsibility to apply the PBP in a fair and consistent manner, this table details specific duties relating to upholding the PBP.

Pastoral Mentors	Security	Student Experience Leads/Managers	Curriculum Area Manager(CAM)	Other curriculumstaff
<p>Have a presence in social areas per rota and support students to uphold college values. Respond to on site behaviour incidents via radio communication, including:</p> <ul style="list-style-type: none"> • De-escalation • Follow up support for student • Encouraging respect and positive behaviour and attitudes • Taking statements • Phone calls to parents/carers • Support for students during searches • Where a student may need to leave college for a cooling off period, ensure parent/carer is contacted and follow up is arranged. <p>Act as an advocate for students in disciplinary hearings including Inclusion Panels. Offer ongoing 1:1 support to meet targets related to attendance, behaviour and commitment.</p> <p>Record all interventions on Promonitor (and CPOMS where appropriate), including students' voice and wishes and comments made by parents/carers. FAO the curriculum staff.</p>	<p>Warmly welcome students.</p> <p>Request support from Pastoral Mentors to help deal with incidents where de-escalation or follow up support for students is appropriate.</p> <p>Where a student may need to leave college for a cooling off period, request support of CAM/Student Experience management/Duty Manager, in line with Positive Behaviour Policy.</p> <p>Record incidents and actions taken on Promonitor (and CPOMS where appropriate), FAO the curriculum staff.</p> <p>Conduct searches in line with college policy ensuring relevant members of staff are present to support students.</p>	<p>Respond to on site behaviour incidents where a decision needs to be made on action to be taken, in line with PBP and in conjunction with CAMs.</p> <p>Oversee student panel processes; quality assurance and advice. Work collaboratively with Directors and CAMs as part of decision-making process.</p>	<p>Wherever possible, relevant CAM should respond to on site behaviour incidents where a decision needs to be made on action to be taken, in line with Positive Behaviour Policy.</p> <p>Convene and chair student panels for students in curriculum area.</p> <p>Attend student panels as a panel member as requested.</p>	<p>Attend student panels as required</p> <p>Implement the Positive Behaviour Policy.</p> <p>Ensure appropriate reward, recognition and celebration of positive behaviour is embedded in student activity.</p>