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**Positive Behaviour Policy**

Document Ref:

Version:

**Release date:**

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# 1.0 Approval

|  |  |
| --- | --- |
| Author: | Carlie Smith – Head of Safeguarding and Behaviour |
| Owner: | Carlie Smith – Head of Safeguarding and Behaviour |
| Reviewer(s): | SELT |
| Authorised by: | Corporation |

# 2.0 Amendment History

|  |  |  |  |
| --- | --- | --- | --- |
| Version | Amendments | Approver | Date |
| 1.0 | Creation | Corporation | Aug 2023 |
| 2.0 | Added provision for EHCP and Care Experienced learners  Updated staff role titles | Corporation | July 2025 |
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# 3.0 Abbreviations & Definitions

|  |  |
| --- | --- |
| Term | Definition |
| PBP | Positive Behaviour Policy |
| Promonitor | Software system used at Kirklees College for tracking learner progress |
| CPOMS | CPOMS stands for Child Protection Online Monitoring System and is used by Kirklees College for monitoring child/vulnerable adult protection, safeguarding and welfare issues |
| Restorative Practice | Restorative practice is a way of building and maintaining positive relationships and resolving conflict by repairing harm and addressing its impact. |
| HoD | Head of Department |
| EHC Plans/EHCP | An Education, Health and Care Plan (EHCP) is a legal document that sets out a child or young person's special educational, health and social care needs and how those needs should be met. |
| Care Experienced | A child or young person is 'care experienced' if they are living, or have lived, in care at any stage in their life. This includes children who have experienced, or are currently, living in residential care, foster care, kinship care, or at home with a supervision order. |
| Personal Education Plan (PEP) | A document created with input from the child or young person, their social worker, carer/s and education, used to support children and young people in care, outlining their educational needs and how they will be supported to achieve their potential. It's a statutory requirement for all children and young people who are in care. |
| ‘missing from education’ | Defined in Keeping Children Safe in Education as those under 18 who are not receiving suitable education outside of school or college. Being missing from education is recognised by the Department for Education as a safeguarding risk. |
| DSL/DDSL | Designated Safeguarding Lead/Deputy Designated Safeguarding Lead |
| SENDCo | Special Educational Needs and/or Disabilities Coordinator |

# 4.0 Purpose

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 student engagement, better support for staff and fewer incidents of negative behaviour.

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 all provisions and curriculums
* Reduction in higher level disciplinaries
* Increased retention and student satisfaction
* Excellent personal development, behaviours and attitudes

# 5.0 Applications & Scope

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.

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 / Higer Education regulations should be referred to.

# 6.0 Introduction & Context

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, and Inclusive Practice across college

• Promotion of positive behaviours

• 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 and aspirations

• Effective interventions

• A calm, productive and safe learning environment

# 7.0 Principles

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 Diversity Equity and Inclusion, 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. Look 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.

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.

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).

# 8.0 Roles & Responsibilities

Appendix 1. outlines the specific roles and responsibilities associated with implementing the formal stages of the Positive Behaviour Policy.

The challenging of poor behaviour, educating on, encouraging and rewarding positive behaviours is a requirement of *all staff.*

These are the minimum expectations of staff in promoting positive behaviour:

• Every day is a fresh start

• Greet students

• Model respectful language always

• Be interested in who our students are

• Engage students in decision making

• Teach and model excellent practice

• Use affective statements and questions

• Reward reward reward and never remove a reward given

• Whole group punishments are never fair

• Sanctions should always be proportionate

Students are required to follow the Student Code of Conduct, which will be shared with all students at enrolment and during the induction period. It will also be referred to throughout students’ time at 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.

**Pastoral Mentors and Mentors (Mentors) for Apprentices will:**

Have a presence in social areas per a rota and support students to uphold college values. Respond to on site behaviour incidents via radio communication, including:

* 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.

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.

Carry out restorative practice interventions.

Record all interventions on Promonitor (and CPOMS where appropriate), including students’ voice and wishes and comments made by parents/carers. FAO the curriculum staff.

**Security Staff will:**

Warmly welcome students.

Request support from Mentors to help deal with incidents where de-escalation or follow up support for students is appropriate.

Where a student may need to leave college for a cooling off period, request support of HoD/ Duty Manager, in line with Positive Behaviour Policy.

Record incidents and actions taken on Promonitor (and CPOMS where appropriate), FAO the curriculum staff.

Conduct searches in line with college policy, ensuring relevant members of staff are present to support students.

**Head of Safeguarding and Behaviour will:**

Oversee student panel processes; quality assurance of the implementation of this policy and offer support and advice. Work collaboratively with Directors and HoDs as part of decision-making processes and policy reviews.

**Curriculum Heads of Departments (HoDs) will:**

Wherever possible, relevant HoD 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.

Chair student panels for students in curriculum area.

Attend student panels as a panel member as requested.

Ensure fair and consistent application of this policy in their curriculum.

**Other Curriculum Staff will:**

Attend student panels as required.

Implement the Positive Behaviour Policy.

Adhere to the roles and responsibilities as outlined in the Rewards and Consequences Procedure.

Ensure appropriate reward, recognition and celebration of positive behaviour is embedded in student activity

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 staff into any comments.

If staff require training on issuing and recording effective disciplinary meetings they can request support through their line manager and will be provided by the Head of Safeguarding and Behaviour.

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

See Rewards and Consequences Procedure, *Appendix 1.* for formal stages.

# 8.1 Inclusion Panels

Inclusion Panels will be convened where a student’s attendance, behaviour and/or commitment to any aspect of their programme of study continues to fall short of our high expectations, provided all steps to support and engage the student are evidenced. The aim is to review whether Kirklees College is the right place at the right time for the student.

The Rewards and Consequences procedure is an opportunity to engage the student and reinforce the positive - even at Inclusion Panel, 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 Safeguarding and Behaviour team will work collaboratively with curriculums as part of the decision-making process on whether exclusion is the final decision. There is a strategic drive within Kirklees and West Yorkshire to reduce suspensions and exclusions.

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.

In cases where a student has not attended for a significant period of time, without contact, it may not always be necessary to hold an Inclusion Panel. Before considering withdrawal due to non-attendance, the HoD and Head of Safeguarding and Behaviour must be satisfied that every attempt has been made to contact the student. If the student is under 18, or is a vulnerable adult, the following must be evident:

* Attempts to contact student and parent/carer/NOK
* Where no contact has been possible for 1 week, a home visit attempted (a risk assessment is in place and must be reviewed for each visit)

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](https://livekirkleescollegeac.sharepoint.com/:w:/s/SafeguardingBehaviourandAttitudesprocesses/EW0IuDcWjMhFiQtoVC_J1XcBfBw3uqjmMwTiAIILHX2OdQ?e=hKregV) 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.

For examples of when it is and is not appropriate to convene an Inclusion Panel, please see Appendix 1, Rewards and Consequences Procedure

**Roles and Responsibilities at Inclusion Panel Stage**

Who should be present?

* The student
* Student advocate, if requested (always offered)
* Parents/carers/guardians (always invited)
* Support agencies, where appropriate, parents/carers may wish to invite support agencies who they work with. We will need to know who is attending in line with our Visitor Policy
* Panel chair, Head of Department (HoD) and panel members
* Business Support staff where relevant (e.g. Safeguarding, Pastoral, Inclusive Learning)

### 

### Who can conduct them?

The HoD 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 HoD from another curriculum area on the panel. A member of the safeguarding team may also be required for advice.

### 

### 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 HoD and Head of Safeguarding and Behaviour, 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, by the Chair, within 48 hours of the panel hearing concluding. A letter detailing the decision will be sent to the student and parent/carer and any external organisations where appropriate by the Safeguarding and Behaviour Administrator.

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 alerting 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.

Appeals will be heard by the Head of Safeguarding and Behaviour.

### Points to note:

* The panel should refer students to appropriate support services regardless of outcome.
* Restorative Process should be offered along with any agreed sanction.

# 8.1.1 Inclusion Panels of students with EHC Plans and/or Care Experienced Students

**Students with EHC Plans**

* An Inclusion Panel must only take place for a student with an EHCP if all steps of Rewards and Consequences Procedure have been followed and agreed by the Inclusive Learning Team (refer to appendix 1.)
* If exclusion is the panel recommendation, an EHCP review will be held. Please note. if, following a decision to withdraw a student, the student or their advocate appeals the decision, this will delay the EHCP review being held.
* 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. This must be in collaboration with Inclusive Learning Team
* When an exclusion is considered appropriate, the local authority will be informed by Head/Deputy Head of Inclusive Learning.
* The Panel chair will ensure the meeting is conducted in a way that meets the needs of the student to maximise engagement with the process, with support from the Inclusive Learning Team.
* Unlawful exclusion of a student with a disability may amount to disability discrimination under the Equality Act 2010.

**Care Experienced Students**

* Prior to convening a panel for a care experienced student an emergency Personal Education Plan (PEP) review must be called. The Pastoral Services Coordinator will facilitate this and ensure the relevant parties are invited (Virtual School, Social Workers, Personal Advisors, as appropriate). The HoD must attend this PEP review.
* If an Inclusion Panel is still required, then the HoD must ensure all reasonable steps have been taken to ensure every opportunity has been given to the student to improve. The HoD should take into consideration (not exhaustive):
* *The student’s attendance at previous education provision*
* *Student’s current circumstances (e.g. are they leaving care soon?)*
* *Have all agreed support strategies been implemented*

# 8.2 Suspensions

Staff will not suspend students unless absolutely necessary. In some cases a ‘cooling off period’ may be appropriate. 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 Head of Department (HoD) level where there is a risk of harm to student or others - a [Safeguarding Risk Assessment](https://livekirkleescollegeac.sharepoint.com/:w:/s/SafeguardingBehaviourandAttitudesprocesses/EW0IuDcWjMhFiQtoVC_J1XcBfBw3uqjmMwTiAIILHX2OdQ?e=hKregV) 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. 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, Care Experienced, Young Parents, Young Carers, those working with the Youth Justice Service, Safeguarded, Estranged) for more than 48 hours the relevant manager must be alerted: Inclusive Learning Team, Deputy Designated Safeguarding Lead or Pastoral Services Coordinator.

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 factual information and actions taken relating to the suspension must be recorded on ProMonitor (and CPOMS if relevant) for the attention of all relevant staff.

# 8.2.1 Suspensions 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 due to high-risk behaviours or police investigation must be taken in consultation with DSL or DDSL.

If the college becomes aware of any criminal activity (either in college or not), in certain circumstances, 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.

# 8.3 Enrolment Suitability Panel (ESP) hearings

Where there have been serious concerns raised during a student’s period of study, by external partners 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 resume 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.

# 8.4 Student Appeal Procedures

Appeals will be submitted via [appeals@kirkleescollege.ac.uk](mailto:appeals@kirkleescollege.ac.uk)

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

The Head of Safeguarding and Behaviour 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 within 10 working days of receiving the appeal.

If the decision is that the appeal is justified due to the submission of new evidence or procedural irregularities, an appeals panel will then be convened by the Head of Safeguarding and Behaviour

The procedure for the hearing is set out below:

* Only witnesses and documents identified to the Chair (Head of Safeguarding and Behaviour) in advance of the hearing will be referred to during the hearing itself.
* The student and/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 and/or their advocate.
* The chair of the original Inclusion Panel or staff member issuing sanction will then present their case.
* The panel will have the opportunity to ask questions of the chair of the original Inclusion Panel or staff member issuing sanction
* 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

# 9.0. Monitoring

Each policy will be subject to internal audits and reviews. By carrying out an audit it enables us to identify whether the processes and documentation are being followed or if other improvements can be made. This is to ensure that the process is being followed and that it remains the most suitable and applicable process for use by the College.

# 10. Records

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Record Title** | **Ref No** | **Retained By** | **Owner** | **Stored (Location)** | **Period** |
| Positive Behaviour Policy | SGB/DOC/01 | Carlie Smith – Head of Safeguarding and Behaviour | Head of Safeguarding and Behaviour | KC Community Staff Intranet, College website and One Drive | 3-yearly review |

# 11. Equality

**All Kirklees College Policies are subject to screening for Equality Impact Assessment**

Equality Impact Assessments are carried out to see whether the policy has, or is likely to have, a negative impact on grounds of: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, marriage or civil partnership, sex or sexual orientation.

We not only fulfil our legal position in relation to current and future equality legislation, but additionally go beyond compliance in providing and promoting opportunities for all to succeed, free from any aspect of discrimination, harassment or victimisation.

You have a duty of care to look after the interests of and support all members of Kirklees College community. This policy takes account of our commitment to eliminating discrimination, identifying and removing barriers and providing equal opportunities for our learners, staff and visitors to ensure that no one feels excluded or disadvantaged.

# 12. APPENDIX 1 - Rewards and Consequences Procedure

**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?

**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

**Reintegration**: 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.

**Consequences**

The Positive Behaviour Policy’s overall intent is a preventative approach, we recognise that students will, on occasion, make poor choices or, due to circumstances beyond their control, are unable to engage in education (e.g. due to ill health). Where a notice to improve is deemed appropriate this should be issued as per the stages below.

**Stage 1 - Coaching Conversation – Cause for Concern**

Actions to take:

* 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 – in most cases this should be no longer than 2 weeks (consideration should be given to individual needs and circumstances).

Points to consider:

* Report card
* Quality First Teaching strategies
* Inclusive learning support

Parent/carer (and employer) updated where applicable.

Referral to pastoral resource to support actions to achieve where this exists (Pastoral Mentor/Mentor for Apprentices). Mentor should further explore any barriers and monitor whether reasonable adjustments have positively impacted.

Comment alerting all staff to discussion and agreed actions.

Staff members responsible are:

* Study Programme – group tutor
* Apprenticeships – Trainer/Assessor or tutor
* Substantial Adult Courses – Tutor
* HE – Course Leader

**Stage 2 – Formal Notice to improve (FoNTI)**

Actions to take:

If agreed actions not met by review date FoNTI issued.

Recorded on Promonitor on appropriate page detailing expected changes in behaviour and a review period.

Actions documented as Actions to Achieve. Review date set, in most cases this should be no longer than 2 weeks (consideration should be given to individual needs and circumstances).

Where student has an EHCP/SEND, member of staff from Inclusive Learning team must be included.

Mentor to advocate.

Letter to student and parent/carer (where applicable), using template. Actioned by Curriculum Administrator.

Right to Appeal is heard by Head of Safeguarding and Behaviour

Staff members responsible are:

* Study Programme – group tutor
* Apprenticeships – Trainer/Assessor or tutor
* Substantial Adult Courses – Main course tutor/Programme Lead
* HE – Course Leader

**Stage 3 – Final Notice to Improve**

Before moving to Final Notice to Improve for a student with an EHCP, a professionals meeting must be held, coordinated by the Inclusive Learning Team.

In all cases, Actions to take:

Formal meeting with Programme Lead, attended by the student and their parent/carer plus any other staff involved (Inclusive Learning Team, Pastoral Support Coordinator, Safeguarding team). Meeting to clearly indicate that this is the last opportunity for the student to improve behaviour before the most severe disciplinary sanctions are used.

Mentor to advocate.

Recorded on Promonitor on appropriate page detailing expected changes in behaviour and a review period.

Actions documented as Actions to Achieve.

Review date set - in most cases this should be no longer than 2 weeks (consideration should be given to individual needs and circumstances).

Letter to student and parent/carer (where applicable), using template. Actioned by Curriculum Administrator.

Right to Appeal is heard by Head of Safeguarding and Behaviour

Staff members responsible are:

* Study Programme – Programme Lead
* Apprenticeships – Apprentice Programme Lead, Trainer/Assessor or tutor
* Substantial Adult Courses –Programme Lead
* HE – Programme Lead

**Stage 4 – Inclusion Panel Hearing**

Actions to take:

HOD (Chair) and another at least one other manager to meet with student and parent/carer if HOD is satisfied all support has been implemented and there are insufficient improvements OR the behaviour is so serious to justify considering exclusion.

Follow guidance in Policy on conducting meeting, including for students with EHC plans and Care Experienced students.

Room booking, letters and invitations will be managed by Safeguarding and Behaviour administrator.

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.

External Agencies may need to be invited. The Head of Safeguarding and Behaviour can advise.

Right to Appeal is heard by Head of Safeguarding and Behaviour

Complaints after the appeal against any sanction will be handled in line with the [Compliments and Complaints Policy.](https://www.kirkleescollege.ac.uk/wp-content/uploads/2025/02/Compliments-and-Complaints-Policy-and-Procedure-March-2023.docx)

Where a student is not attending AND we have been unable to make contact, an Inclusion Panel may not be necessary. Before considering withdrawal due to non-attendance, the HOD and Head of Safeguarding and Behaviour must be satisfied that every attempt has been made to contact the student. If the student is under 18, or is a vulnerable adult, the following must be evident:

* Attempts to contact student and parent/carer
* Where no contact has been possible for 1 week, a home visit attempted (a risk assessment is in place and must be reviewed for each visit)

**Further information about the Consequences Process**

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. Withdrawals for ongoing absence may not require an Inclusion Panel if all reasonable steps have been taken to contact and safeguard the student, as outlined above. See examples below:

Examples of when an Inclusion Plan **is** required:

1. Student has attendance below expectations and has received support to overcome barriers. They have been issued with all stages of the Rewards and Consequences Procedure and have not made sufficient improvements. They are attending some but not all lessons.
2. Student engages in aggressive conduct or threatens violence against a member of the Kirklees College community. This may be a one-off occurrence but the risk to others is evident.
3. Student consistently disrupts lessons and others’ learning. Stages of the Rewards and Consequences Procedure have been followed. Exploration of whether there are any special educational needs and/or disabilities has been conducted. It is evident that the student is making choices and there are insufficient improvements.
4. Student has significant barriers to engaging in education at the current time. This could be due to mental or physical ill health or their current circumstances. Despite these barriers being beyond their control, they are so significant that education is not the right place for them at this time. Reasonable adjustments would not be sufficient to mean they can meaningfully engage and achieve in education.

Examples of when an Inclusion Panel is NOT required:

1. Student is not attending any lessons and has been absent for 3 weeks of a full time programme of study. We are not able to make contact, all reasonable attempts have been made, including home visit and any referrals to external agencies have been made.
2. Student has engaged in conduct so serious that the risk to others is deemed to be too great and no mitigation is possible. In these cases a Safeguarding Risk Assessment must be completed with a Designated Safeguarding Lead, or Deputy Designated Safeguarding Lead.
3. Student wishes to withdraw. If student is under 18, HOD must inform parent/carer and inform C&K Careers.

**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. The Curriculum Area Manager 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. 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:

* Pastoral Services Coordinator (Care Experienced, Young Parents, Young Carers, Estranged)
* SENDCo (Students with an EHCP)
* A member of the Safeguarding team should also be consulted where a student is subject to a Child in Need Plan, Child Protection Plan and/or is denoted as having Safeguarding support on Promonitor.
* Any other team deemed appropriate by panel chair