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Student Positive Behaviour Management Procedure		**LSPRO002**	3

DEPARTMENT	Student Experience and Safeguarding		
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STUDENT POSITIVE BEHAVIOUR MANAGEMENT PROCEDURE

Procedure Statement

By implementing the Activate Learning Positive Student Behaviour and Disciplinary Policy, we strive to nurture a safe, respectful, and inclusive community where all individuals can thrive academically, socially, and emotionally. This procedure outlines the process for Stage 1 Informal Disciplinary Interventions and Stage 2 Formal Disciplinary Interventions that are part of the policy.

The disciplinary procedure within the Student Positive Behaviour Management Policy utilises both informal and formal processes to address behavioural issues effectively while upholding a supportive and constructive environment. These procedures align with our Learning Philosophy of fostering holistic development and positive learning experiences. Grounded in trauma-informed practices, the procedure emphasises support, understanding, and development. Additionally, restorative practices are woven into the disciplinary framework, prioritising accountability, empathy, and the restoration of relationships when harm occurs. In cases of serious misconduct, students may be suspended from attending college or withdrawn from programme.

This procedure applies to all students enrolled at, attending, or residing in accommodation at an Activate Learning college as well as in remote learning and offsite activities such as educational visits and work/industry placements.

1. Informal Disciplinary Interventions

An informal disciplinary procedure is vital in our Positive Behaviour Management Policy for early intervention, support, and collaboration. It fosters positive relationships, empowers individuals, and prevents issues from recurring through flexible approaches. By utilising a cause-for-concern and restorative approach, it addresses behavioural issues promptly and constructively while prioritising support and guidance for individuals, fostering a culture of respect, empathy, and collaboration.

Informal disciplinary interventions consist of:

- Cause for Concern and Supportive Conversation and/or -
- Cause for Concern and Restorative Meeting.

The person organising the informal disciplinary intervention will select the most appropriate method.

1.1 Cause for Concern and Supportive Conversation.

The informal cause for concern stage involves identifying concerns, engaging in discussions to understand behaviour, collaborating on solutions, and agreeing on action steps for support. It starts with a supportive one-on-one conversation between the student and their teacher, focusing on understanding reasons behind the behaviour and developing strategies for improvement if needed.

Chaired by: Teacher or Tutor or Curriculum Manager.

When?

If student's behaviour is a cause for concern, such as:

- Attendance slipping.
- Arriving late to class.
- Low level disruption
- Repeatedly talking out of turn.
- Lack of respect and not upholding college values
- Distractions with electronic devices.
- Off-task behaviour/Inattentiveness.

- Failure to bring necessary materials.
- Non-submission of work
- Lack of Participation and effort.
- Inappropriate language
- Repeatedly forgotten lanyard
- Eating or drinking in class or study areas, apart from water.

Who?

- The initiator – the teacher, tutor or progress coach
- The student
- A staff member who raises the issue to the teacher, tutor or progress coach.
- A staff member who knows the student well and can support.
- Student Services if appropriate
- Faculty management, who keep an overview of student behaviour in the faculty
- Group Administration who sends the formal correspondence to the student and parents (if student was under 18 on 31 Aug)

What?

Step-by-step

1. **Identification of Concern:** The process begins with the identification of behaviour that raises concern. This could include disruptive behaviour, repeated infractions of rules, or any actions that may be detrimental to the well-being of others or the overall environment. This informal action is usually linked to low-level behaviours.
2. **Informal Discussion:** The first step is an informal discussion between the individual exhibiting the behaviour and a designated staff member, such as a teacher, tutor or progress coach. During this discussion, the staff member expresses their observations and concerns in a non-confrontational manner, focusing on the impact of the behaviour rather than assigning blame.
3. **Active Listening:** The staff member listens actively to the individual's perspective, allowing them to explain their actions and any underlying reasons or issues that may be contributing to the behaviour. This step is crucial for understanding the root cause of the behaviour and for building trust and rapport.
4. **Collaborative Problem-Solving:** Together, the staff member and the individual brainstorm potential solutions to address the behaviour and prevent its recurrence. This collaborative approach empowers the individual to take ownership of their actions and participate in finding constructive solutions.
5. **Agreement on Action Steps:** Based on the discussion, both parties agree on specific action steps or strategies to address the behaviour. These may include setting goals, implementing coping mechanisms, accessing additional support resources, or participating in skill-building activities.
6. **Follow-Up and Support:** The staff member follows up with the individual at regular intervals to monitor progress, provide support, and adjust strategies as needed. This ongoing support is essential for maintaining motivation and ensuring that the individual feels supported throughout the process.
7. **Documentation and Feedback:** While the procedure is informal, it's important to document the discussion, agreements, and progress made. This documentation serves as a record of the intervention and can be used for future reference or as a basis for further action if necessary. The teacher logs the cause for concern and the resulting agreed on interventions on the student behaviour app. Group Administration will send the relevant correspondence and log the details on Promonitor under Learner Meetings.
8. **Re-evaluation and Adjustment**: The effectiveness of the intervention is reevaluated to determine whether the behaviour has improved or if additional support is needed. Adjustments to the approach can be made as needed to ensure continued progress.

If the student completes all agreed actions and behaviour is improved, the student is praised, and this is logged on pro-monitor. If there is no improvement, the teacher will trigger the formal disciplinary procedure.

1.2 Stage 1. Cause for Concern and Restorative Meeting.

Restorative practice as part of our informal intervention procedures involves a proactive and relational approach to addressing behavioural issues. Restorative practices prioritise dialogue and communication over punitive measures. When a behavioural issue arises, a restorative conversation involves the individual responsible and those affected, aiming to understand harm, explore reasons, and repair relationships. Accountability is key, with individuals taking responsibility for their actions and collaborating on solutions. Follow-up support ensures agreed actions are implemented, and additional resources may be provided as needed.

When?

Restorative practices are most appropriate as part of a disciplinary process in situations where the focus is on repairing harm, fostering accountability, and restoring relationships.

- **Minor Offenses:** For minor behavioural incidents where harm has been caused but the impact is relatively low, restorative practices provide a constructive alternative to punitive measures. This might include conflicts between students, minor disruptions in the classroom, or breaches of rules that do not pose a significant threat to safety.
- **Conflict Resolution:** Restorative practices are particularly effective in resolving conflicts between individuals or groups. By bringing together those involved in the conflict, restorative meetings can facilitate dialogue, understanding, and resolution, helping to prevent further escalation of the conflict.
- **Building Positive Relationships:** Restorative practices are used proactively to build positive relationships and promote a culture of respect, empathy, and provide opportunities for community-building, communication, and conflict prevention.
- **Addressing Root Causes:** Restorative practices are valuable for addressing underlying issues that may contribute to behavioural problems, such as trauma, stress, or unmet needs. By focusing on understanding the reasons behind behaviour and providing support and guidance, restorative processes can help individuals address these root causes and make positive changes.
- **Community Restoration:** Restorative practices can also be used to address harm that has been caused to the broader community. For example, in cases of vandalism, theft, or bullying, restorative processes can help repair the harm, restore trust, and rebuild relationships among those affected.

Who?

- The initiator – the teacher, tutor or progress coach
- The student
- A staff member who raises the issue to the teacher, tutor or progress coach.
- A staff member who knows the student well and can support.
- Student Services if appropriate
- Faculty management, who keep an overview of student behaviour in the faculty
- Group Administration who sends the formal correspondence to the student and parents (if student was under 18 on 31 Aug)

What?

Setting up and implementing a restorative meeting involves several key steps to ensure that the process is effective and meaningful for all participants.

1. **Preparation:**
- Identify the need for a restorative meeting based on a behavioural incident or conflict that requires resolution.
- Determine the participants who should be involved in the meeting, including the individual responsible for the behaviour, those affected by the behaviour, and any relevant support persons such as teachers, behaviour and welfare officers, wellbeing advisors or mediators.
- Schedule a convenient time and location for the meeting, ensuring privacy and comfort for all participants.
- Prepare any necessary materials, such as a script or agenda, to guide the discussion and ensure that key points are addressed.

2. **Introduction:**
- Begin the meeting by welcoming all participants and explaining the purpose of the restorative process.
- Emphasise the principles of restorative justice, including accountability, empathy, and healing, to set the tone for the discussion.
- Establish ground rules for the meeting, such as respectful communication, active listening, and confidentiality, to create a safe and supportive environment.

3. **Facilitated Dialogue:**
- Facilitate a structured dialogue between the individual responsible for the behaviour and those affected by it.
- Provide each participant with the opportunity to share their perspective on the incident, including how they were impacted and what they need to move forward.
- Encourage active listening and respectful communication, ensuring that all voices are heard and validated.
- Ask open-ended questions to facilitate reflection and understanding, such as "How do you feel about what happened?" or "What do you think needs to be done to make things right?"

4. **Taking Responsibility:**
- Encourage the individual responsible for the behaviour to take ownership of their actions and acknowledge the harm caused.
- Facilitate a discussion about the underlying reasons for the behaviour, exploring any contributing factors or needs that may have led to the incident.
- Guide the individual in identifying ways to make amends and repair the harm, such as apologising, offering restitution, or taking concrete steps to prevent similar incidents in the future.

5. **Agreement and Action Planning:**
- Collaboratively develop a plan of action to address the consequences of the behaviour and restore relationships.
- Identify specific actions or behaviours that the individual will undertake to make amends and prevent recurrence, setting clear goals and timelines for completion.
- Ensure that all participants agree to the terms of the action plan and understand their roles and responsibilities moving forward.
- Document the agreements reached during the meeting and distribute copies to all participants for reference. While the procedure is informal, it's important to document the discussion, agreements, and progress made. This documentation serves as a record of the intervention and can be used for future reference or as a basis for further action if necessary. The teacher logs the cause for concern

and the resulting agreed on interventions on the student behaviour app. Group Administration will send the relevant correspondence and log the details on Promonitor under Learner Meetings.

6. **Follow-Up and Support:**
- Schedule follow-up meetings or check-ins to monitor progress on the action plan and provide ongoing support and guidance as needed.
- Offer additional resources or interventions, such as counselling or mediation, to address any underlying issues contributing to the behaviour.
- Encourage open communication and collaboration among all participants to maintain accountability and promote healing within the community.

2. Formal Disciplinary Interventions

Stage One– Minor Breach - Disciplinary Meeting

When?
If a student has repeated causes for concern and does not make the behavioural changes agreed in the informal procedure, or the student has intentionally conducted a minor breach of the Code of Conduct, such as:

- Ongoing poor attendance
- Bullying and harassment
- Persistent disruption.
- Repeated use of inappropriate language
- Defiance of authority.
- Not adhering to health and safety regulations
- Continued non-submission of assignments
- Not following IT regulations
- Disruptive mobile device / social media use
- Damage to the good reputation of Activate Learning through any bad behaviour on or off campus, including online behaviour
- Lack of respect to others and not upholding college values
- Continued lack of effort with academic performance
- Intentional failure to wear the ID card and lanyard
- Purposeful intention not keeping to agreed classroom rules
- Disrespect to the campus environment and minor acts of vandalism.

Who?
Always involved

- The initiator – the teacher, tutor, progress coach or curriculum manager
- The student
- The parent/carer
- Group Learning Support (GLS) if the student has an EHCP. This is the Transition Coordinator for Cross College students and the GLS/LSA Team Leader if LLDD.
- Group Administration

May be involved
- Curriculum Manager
- Faculty Operations Manager

- Faculty Director
- Faculty Coordinator
- A member of staff raising the issue
- Student Support Services
- Accommodation Manager

What?

Our formal Stage One disciplinary intervention procedure incorporates a disciplinary meeting, focused targets, and action planning designed to address persistent or severe behavioral issues in a structured and constructive manner.

Disciplinary Meeting:

Initiation: The formal discipline procedure begins with the convening of a disciplinary meeting involving relevant stakeholders, such as the student, parents/carers, teachers, administrators, and possibly counsellors or support staff.

Purpose: The purpose of the meeting is to discuss the behavioural issues that have necessitated formal intervention, including their impact on the individual, others, and the overall environment.

Documentation: Minutes or notes are taken during the meeting to record discussions, decisions, and action points for future reference and accountability.

Identification of Targets: During the disciplinary meeting, specific behavioral targets are identified that the individual is expected to achieve or improve upon within a defined timeframe. Targets are established with clarity, outlining the desired behavioral changes, actions, or outcomes that the individual is expected to demonstrate. Targets are set in a manner that is realistic and achievable, considering the individual's capabilities, circumstances, and the nature of the behavior being addressed.

Action Planning: Following the identification of targets, a collaborative action plan is developed involving the individual, relevant staff members, and possibly support professionals or counsellors. The action plan outlines specific strategies, interventions, or support mechanisms that will be implemented to assist the individual in achieving the identified targets. Clear roles, responsibilities, and timelines are established for all parties involved in implementing the action plan, ensuring accountability and follow-through.

Monitoring and Review: Progress towards the established targets is monitored regularly through ongoing observations, feedback, and assessments. Feedback is provided to the individual on their progress, highlighting areas of improvement and offering additional support or guidance as needed. Periodic review meetings are scheduled to evaluate the effectiveness of the action plan, adjust targets or strategies if necessary, and provide ongoing support and encouragement to the individual.

Step-by-step
1. The initiator meets the student and explains that their behaviour has triggered the formal disciplinary procedure, the reasons for this, and that they (and parents if under 18 on 31 August or have complex additional support needs) will get a formal notification of this and an invitation to have a telephone call or a face-to-face meeting.
2. If the student's behaviour causes concern for the safety of students and staff members, the Initiator will temporarily suspend the student, meaning they will not be allowed on campus until the above telephone or face-to-face meeting has taken place. The Initiator will temporarily block the student's lanyard via Advice and Admissions
3. The initiator will investigate if the student has intentionally breached the Code of Conduct. The investigation will include speaking with all students and staff members involved to establish the facts and seek to understand the motivation for the breach.
4. The initiator logs the details of the Stage Two on the student behaviour notification app or informs Group Administration who will do this on their behalf.

5. The initiator checks whether the student has any additional support needs and if so, notes this on the form submission.
6. Group Administration send a formal disciplinary meeting invite to the student and parent (if under 18 on 31 August or has additional complex support needs), plus the following parties as relevant:
- Any additional attendees requested on the submission form such as Curriculum Manager.
- If the student has additional needs, the invitation is sent to the relevant support service.
- If the student has an EHCP, the invitation is sent to Group Learning Support.
- If the student is in residential accommodation, the invitation is sent to the Accommodation Manager.
- If the student is Cared For or a Care Leaver, the invitation is sent to the relevant Transition and Retention Advisor
7. If the offence relates to drugs, the invitation is sent to Student Support. The student can bring an advocate and any evidence they may have to the meeting.
8. Group Administration prepares a meeting pack for the teacher to include:
- An outcome template
- Copy of the procedure
- Any evidence
- A copy of the student's attendance and comments from Promonitor (visible to the student in Promonitor)
- A recorder or if necessary, someone who will take notes.

9. The relevant people attend the formal disciplinary meeting, discuss the student's behaviour, review any evidence and agree the outcomes. The possible outcomes are:
- No case to answer and the student remains on the same programme
- The student is given an adapted curriculum
- Action plan with targets and an agreed review date. If the student has been suspended, a return to college plan is agreed.

10. The initiator informs Group Administration of the outcome via the outcome template in the disciplinary pack.

11. Group Administration send a formal outcome for the Stage One to the student (and parents if under 18 on 31 Aug) and uploads a copy of the correspondence to the disciplinary meeting on Promonitor. If applicable:
- Updates the disciplinary meeting on Promonitor.
- If the outcome is an action plan with targets, adds a calendar reminder in the diary of the requester to carry out the review of targets set and to issue the outcome
- If the outcome is an action plan with targets, initiator reviews the action plan by the agreed date and determines the outcome. Possible outcomes:
- If the student's behaviour has improved, the teacher praises the student and informs Group Administration to send a communication.
- Group Administration updates Promonitor
12. If there is no improvement they trigger the Stage Two – Major breach procedure.

Stage Two – Major Breach – Formal Review

In a stage 2 disciplinary where there has been a major breach of the code of conduct, and the formal intervention process may lead to withdrawal from a programme the procedure involves a structured approach aimed at addressing persistent or severe behavioral issues.

When?

- Escalation from Stage One – Minor breach
- Fighting/Physical Aggression/Violence

- Harassment and bullying
- Verbal Abuse
- Drug or substance abuse
- Possession of prohibited items - weapons, knives, alcohol, illegal drugs, stolen items, fireworks, pornographic imagery
- Criminal activity
- Hate crimes or discrimination.
- Sexual misconduct
- Threats of violence
- Persistent defiance and disruption
- Extortion or blackmail.
- Cheating, copying or plagiarising in an assignment
- Not adhering to health and safety regulations causing risk of harm to themselves or others
- Giving false documentation or forging documents
- Intentionally setting off a fire alarm and/or extinguisher.
- Anti-social behaviour
- Abusive on social media.
- Repeated unauthorised absences
- Ongoing failure to complete work.

WHO?

Always involved (but not necessarily required at the meeting)
- Faculty Director – has overall responsibility for stage two
- Tutor
- Teacher – member of staff initiating stage two or progress coach[2]
- Student
- Parent/Carer
- Group Administration
- Support services

May be involved:
- Curriculum Manager
- Faculty Co-ordinator
- Faculty Operations Manager
- Residential Accommodation Manager

WHAT?

Identification of Concern: Behavioural issues that persist despite informal interventions or are deemed severe enough to warrant formal action are identified through observation, reports, or discussions with staff and individuals involved.

Formal Review: A formal review of the behavioural concerns is conducted by a designated team or committee, which will include the Faculty Director, the student, parents/carers and may include teachers, administrators, counsellors, and other relevant stakeholders. The purpose of the review is to gather information, assess the severity and impact of the behaviour, and determine appropriate next steps.

Notification and Meeting: The student and their parents or guardians are notified of the formal review process and invited to participate in a meeting to discuss the concerns. During the meeting, the behavioural issues are reviewed, and the potential consequences, including withdrawal from the programme, are clearly outlined.

Evidence-Based Decision-Making: Decisions regarding withdrawal from the programme are based on objective evidence of the student's behaviour, taking into account factors such as the severity and frequency

of the behaviour, the impact on others, and any mitigating circumstances.

Appeal Process: The student and their parents or guardians have the opportunity to appeal the decision to withdraw from the programme. An appeals process is established to ensure fairness and procedural integrity, allowing for a thorough review of the decision and consideration of any new evidence or information.

Implementation and Monitoring: The decision to withdraw from the programme is implemented in accordance with the established procedures and timelines.

Reintegration Planning:

If appropriate, planning for the student's reintegration into the programme is initiated, taking into account their progress, behaviour, and support needs. This may involve gradual reintroduction to the programme, ongoing monitoring, and additional support as needed.

Step-by-step

1. The initiator, meets the student and explains that their behaviour has triggered the formal disciplinary procedure, the reasons for this, and that they (and parents if under 18 on 31 August or has complex additional support needs) will get a formal notification of this and an invitation to have a face to face meeting.

If the student's behaviour causes concern for the safety of students and staff members, the initiator will temporarily suspend the student meaning they will not be allowed on to campus, until the above telephone or face to face meeting has taken place.

2. The initiator will conduct an investigation if the student has intentionally committed a major breach of the Code of Conduct. The investigation will include speaking with all students and staff members involved to establish the facts and seek to understand the motivation for the breach. If the breach relates to substance misuse; Student Support must also be informed, and the teacher must refer to the substance misuse procedures.

3. The initiator logs the details of stage two onto the student behaviour notification app or informs Group Administration who will do this on their behalf.

4. The initiator checks whether the student has any additional support needs and if so notes this on the form submission.

5. Group Administration send a formal disciplinary meeting invite to the student and parent (if under 18 on 31 August or has additional complex support needs), plus the following parties as relevant -
   • Any additional attendees requested on the submission form
   • If the student has additional needs, the invitation is sent to the relevant support service.
   • If the student has an EHCP the EHCP & Transition Coordinator Team must be informed of the Stage 2 Meeting.
   • If the student is in residential accommodation, the invitation is sent to the Head of Accommodation.
   • If the offence relates to drugs, the invitation is sent to Student Support.

6. If stage two is a result of a breach in behaviour within accommodation, the Accommodation Manager will need to ensure faculty are aware.

7. The student is able to bring an advocate and any evidence they may have to the meeting.

8. Group Administration prepare a meeting pack for the initiator to include
   • An outcome template
   • Copy of the procedure
   • Any evidence
   • A copy of the student's attendance and comments from Promonitor (visible to the student in Promonitor)
   • A recorder

9. The relevant people attend the formal disciplinary meeting, discuss the student's behaviour and review any evidence.
   • Group Learning Support and/or Lifeskills must attend all stage two meetings for any students with

complex additional learning needs or an EHCP providing advice and guidance to the Faculty Director to jointly determine the outcome of the meeting

- If drugs- related, Group Student Support must attend the meeting to provide advice and guidance to the Faculty Director to jointly determine the outcome of the meeting.

10. The outcome of the Stage Two is agreed at the meeting. The possible outcomes are
   A. No case to answer
   B. Action plan for improvement with targets, support interventions and a date to achieve these by, if applicable.
   C. Withdrawn from Activate Learning

11. If withdrawn from Activate Learning:

   - Students in residential accommodation will lose their place within accommodation. In the same way, students in accommodation that are withdrawn will also be withdrawn from their course
   - EHCP students cannot legally be withdrawn from college without an annual review meeting being held that year, if this has already occurred a representative from Group Learning Support must be present at the Stage 2 to update the local authority on the outcome. The EHCP Coordinator as part of the GLS team will arrange for this meeting to take place prior to the disciplinary if possible or in conjunction with the stage two meeting.
   - If in conjunction, and the annual review has not taken place, then this is completed first before engaging with the Stage 2 meeting. The Local Authority will need to be invited.

12. The initiator informs Group Administration of the outcome via the outcome template in the disciplinary pack.

13. Group Administration send a formal outcome for the stage two to the student (and parents if under 18 on 31 Aug) and uploads a copy of the correspondence to the disciplinary meeting on Promonitor. If applicable:
   - Updates the disciplinary meeting on Promonitor .
   - If the outcome is an action plan with targets, adds a calendar reminder in the diary of the requester to carry out the review of targets set and to issue the outcome

14. If an action plan for improvement, faculty and Student Support will monitor the student to ensure they are achieving and engaging with the objectives. On the agreed review date, the initiator decides the outcome, the possible outcomes are:

   a) If the student's behaviour has improved, the initiator praises the student
   b) Extension of targets and sets a new review date
   c) Student to be withdrawn from Activate Learning

15. The initiator informs Group Administration who updates Promonitor and sends the relevant correspondence

16. If withdrawn from Activate Learning:
   - Students in residential accommodation will lose their place within accommodation. In the same way, Students in accommodation that are withdrawn will also be withdrawn from their course
   - EHCP students cannot legally be withdrawn from college without an annual review meeting being held that year, if this has already occurred a representative from Group Learning Support must be present at the Stage 2 to update the local authority on the outcome. Group Learning Support will arrange for this meeting to take place prior to the disciplinary if possible or in conjunction with the stage two meeting.
   If in conjunction, and the annual review has not taken place, then this is completed first before engaging with the Stage 2 meeting. The Local Authority will need to be invited.

17. Students can appeal against the decision to withdraw using the Student Positive Behaviour Management Appeals Procedure.

References

- Activate Learning Student Positive Behaviour Management Policy
- Education Act 1996
- Article 8 of the European Convention on Human Rights
- Search Procedure
- Health and Wellbeing Policy
- Student Disciplinary Appeal Procedure
- Bullying and Harassment Procedure
- Substance Misuse Procedure
- Admissions Policy
- Criminal Convictions Procedure
- Use of Force and Restraint Procedure
- Incident and Investigation procedure
- Safeguarding and Child Protection Policy
- 14 to 16/EHE Behaviour and Disciplinary Procedure
- Activate Learning Student Code of Conduct