

Behaviour Management and Disciplinary Policy and Procedures

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1. Principles and Scope

Hereward College recognises its duty of care to all learners and staff and this policy applies to all learners who receive care and support from Hereward college staff.

This Policy applies to all learners, full and part-time enrolled at the College or any of its subsidiary organisations or collaborative partner institutions. Disciplinary matters related to learners from schools are managed in partnership with the school.

It applies to learner behaviour in all College related activities, on or off site, such as College-arranged transport to and from College, visits and residential visits.

Hereward College holds the belief that positive behaviour management is the key to learner success. This is achieved through:

- Policies and practices designed to recognise individual learner need.
- Individual assessment that includes consideration of individual needs inclusive of all protected characteristics
- Understanding of the unique and changeable social and environmental context in which a learner lives and functions, which may impact on the way in which they interact with their surroundings.
- On-going development of College staff in order to keep up with changing needs of learners, with access to external professional support and advice, where needed.
- Ensuring that strategies and approaches to supporting positive behaviour are deployed consistently across all sessions and all staff members within college.
- The overall College environment, ensuring that it continues to be a safe and secure place which enables learners to enjoy and achieve.
- Actively developing learners' self-awareness, self-esteem and confidence as a way of promoting positive behaviour and self-respect.
- Ensuring that relevant information is communicated effectively to learners through the use of differentiated and adapted communication strategies and approaches. This will be in line with the individual needs of the learner and requirements outlined within their EHCP documentation.
- Promoting the development of coping strategies such as problem solving and mediation, whilst also reinforcing and actively modelling emotional-self regulation skills as a key approach for managing challenge and/or challenging situations.
- Developing social and emotional awareness and emotional resilience.
- Continual discussion and review of strategies, policies and approaches with input from learners, as required, in order to ensure that support in place remains up to date and relevant to changing learner needs.
- Helping students to develop lifelong social skills which are transferable to settings outside of the college environment, for example in workplace or community settings.
- Use of an assess, plan, do, review (APDR) approach so that relevant support and coaching is always applicable to the unique needs of each student.

Hereward College Admissions Panel, in line with the Admissions Policy, carefully considers and assesses the needs of each individual learner against the environment of Hereward and the skills and expertise of the staff team.

Behaviour management within the College is based on the following principles:

- Positive responses to behaviours are most powerful in changing behaviour and are the responsibility of **all** staff. Focusing on things that students should do, rather than things they shouldn't, builds a sense of agency in students, reinforcing individual responsibility and the need to self-manage behaviour as part of a broader 'transition to adulthood approach', which is an essential cornerstone of College policy.
- The frequency and consistency with which positive and negative consequences are applied are more important than the level/severity of the consequence, as is the way in which sanctions are communicated to the learner in order to maximise potential learning opportunities from the intervention.
- It is essential that the learner is helped and supported to make clear links between their action and linked consequence (positive and negative, where this approach is used) in order to ensure that the learner is able to learn from the experience.
- The need to gain an in-depth understanding of the potential causes of negative behaviour before deciding on an appropriate course of action, for example by taking into account any additional social and/or contextual factors in addition to the students underlying motivation which may impact on the behaviour.
- Ultimately the use of natural consequences (either positive or negative) should be seen as a tool to facilitate learning, rather than, for example, as a punishment. A consequence should always be linked with the activity, for example; pushing something to the floor would be the need to pick it up again.
- Where young people are unable to make links between actions and consequences then a more bespoke approach to facilitating positive behaviour should be explored/implemented. All staff working with the young person should be aware of the new/different approach.
- Inappropriate behaviour can be based upon low self-esteem, poor emotional regulation (particularly relating to stress and anxiety), misunderstanding of social cues/ situations and miscommunication/ poor communication skills. Consequences which are punitive, poorly communicated, too severe, inconsistently applied, and/or not understood, will decrease self-esteem. These combined factors will increase the likelihood that behaviour problems will re-occur and/or worsen.
- Small, manageable consequences, where appropriate, can be applied with a high level of frequency and more consistency. This enables more frequent learning opportunities and more opportunities to successfully modify behaviours. Therefore, a high level of consistency is essential.
- The use of a problem-solving based approach where poor behaviour is persistent in order to identify potential drivers relating to behaviour, for example unmet social/ emotional needs and/or communication needs. This should usually be based around the College's assess plan, do, review framework in order to build a clear profile of 'what works' over time.
- Consideration of the antecedent in particular, (as part of a before during and after) approach following a situation or incident. This is critical when attempting to gain a clear understanding of a given situation. This should also be seen within the context of the point below.

- Gaining a shared understanding of a learner and their particular social and emotional needs across all staff members through regular communication in order to ensure the constant evolution of approaches and strategies for supporting a given learner, detailed within the College's assess plan, do, review framework.
- As thorough an understanding as possible of the drivers of any behaviour that challenges. This includes as thorough an understanding as possible of a learner's neurological condition that may be an underlying cause of this behaviour.
- To work with parents/carers and/or external agencies where possible

These principals are fundamental to a Positive Behaviour Support approach.

Staff response to behaviour that challenges is covered in the 'Positive Touch and Use of Reasonable Force Policy' which includes the revised approach to Team Teach across the College.

2. Behaviour Assessment and Management Systems

Framework

The following framework has been developed and used to support the management of behaviour with learners. The system has been incorporated into the learner support and disciplinary procedure to reflect the actions the college takes when responding to learner behaviour.

It is aimed at providing:

- A hierarchy of warnings and incident processes which deal with minor incidents and thereby prevent escalation.
- A tiered behaviour assessment system that ensures the appropriate targeted support and is mindful of a student's particular pattern of social, emotional and cognitive needs.
- A framework within which everyone can operate thereby maximising consistency and therefore effectiveness.
- A system which is non-punitive and does not humiliate, but does give clear messages about what is acceptable and unacceptable behaviour.
- A structure to deal with Misconduct or Gross Misconduct, where behaviour has fallen below the expectations of the wider College community.
- An assess, plan, do, review (APDR) approach which allows for the monitoring and evolution of behavioural strategies and support, both in terms of approaches aimed at supporting specific individuals and underpinning college policy development.
- A system which credits learners for positive behaviours that reflect the college values.

Tiered behaviour assessment system

Early assessment is essential in the management of behaviour. Learners are screened for behaviour support and management at application and interview. The admissions team together with the safeguarding and SEDD manager screen complex applications and consultations to establish if the College can meet need, reviewing key documentation surrounding the applicant. This will include their Education Health Care Plan, safeguarding file, reports from key professionals, and School report on behaviour. After an interview with

the learner and case review of admissions documentation the team will use the tiered behaviour assessment model to place the learner into a tier according to their perceived need.

- Tier 3 – Intensive support
- Tier 2 – Targeted support
- Tier 1 – General support

Tier three – Intensive support

Learners placed under tier 3 will receive clinical input and supervision from the clinical team, have a behaviour support plan, risk assessment portfolio, weekly review in MDT, and 1-1 staffing (where applicable) mentoring. Approaches and strategies used should be rigorously evaluated from with an 'assess, plan, do, review: (APDR)' framework. Successful approaches should be logged, and, where relevant, inform the development of College policy.

Tier two – Targeted support

Learners placed under tier 2 will have a risk assessment portfolio, they may have mentoring or external counselling, behaviour support plan and or self-management plan. Overview from clinical team as required.

Tier one – General support

Learners placed under tier 1 will have a risk assessment portfolio, counselling and mentoring when required, when necessary, a self-management plan.

Application of College values to positive behaviour

The college has a system of values which inform its expectation of learners. These values are therefore embedded into its behaviour/ reward systems and APDR framework. Credit should be given whenever possible by all members of staff when learners demonstrate these behaviours. It is important that they do not turn into a negative sanction (for example when a learner has 'not' demonstrated the behaviour or has done the opposite to the positive approach). It may be possible, however, for learners to be given credit for demonstrating College values when responding to negative situations, for example by demonstrating honesty or respect when questioned. Staff members should always make explicit the reasons for giving credit for a positive behaviour described below, in the equivalent level of detail as with a negative sanction.

Learners will receive credits for demonstrating the behaviours below. This is not an exhaustive list and staff discretion should be exercised at all times when giving credit. Learners should understand the value they have demonstrated.

- Independence
 - Arriving on time to college and lessons
 - Completing work on time.
 - Ensuring that they have all of the equipment and resources that they need.
 - Taking responsibility for themselves.
- Respect
 - Showing care and consideration towards other learners.
 - Respecting and otherwise taking care of college equipment and property.
 - Communicating positively with staff as needed.
 - Demonstrating good manners towards staff and learners.
 - Follow college processes and procedures.

- Leaving classrooms and workstations tidy ready to be used by others.
- Following staff requests.
- Achievement
 - Demonstrate a high level of effort and perseverance, especially in the face of challenge.
 - Commit fully to learning, for example, by prioritising it above other activities.
 - Actively participate in lessons.
- Honesty
 - Telling the truth when requested, even if this may lead to an unwanted outcome.
 - Sensitively telling other staff and learners how they feel.
 - Requesting help when needed.
- Excellence
 - Constantly trying to be the best that they can be.
 - Working hard to improve themselves and their work.
 - Being well presented for learning and work.

Code of Conduct and Learner Agreements

All learners are required to sign a Learner Agreement on enrolment with the College and any breach of this Agreement may be subject to consideration for disciplinary action. The main regulations and obligations of learners with respect to discipline are outlined below, however they will be differentiated to meet the needs of learners on different Pathways. Learners must:

- Use College facilities and behave generally in a way which respects the needs and aspirations of others to learn, teach and live within the community of the College.
- Act at all times with due regard for their own safety and that of others.
- Respect the property of the College, and its staff, learners and visitors.
- Support staff and other learners in the maintenance of a clean and tidy environment throughout the College.
- Attend regularly and punctually and inform the relevant member of staff promptly if they are unable to attend a timetabled learning session.
- Comply with the College Code of Conduct and all College policies and procedures, including those pertaining to Safeguarding.

Credits and Warnings System

Credits

All staff can reward learners by awarding credits for the demonstration of positive behaviour at any time, linked to the college values.

Only one credit should be given at any one time by staff.

Credits are recorded on a paper Credit card held by the learner, they should be dated and signed for each entry. Completed Credit cards are collected and the following rewards issued.

Credits

Achievements are recognised in the following way:

10	Bronze Award
30	Silver Award
50	Gold Award
70	Principal's award and £15 voucher
70+	College award and a £20 voucher issued at the end of the academic year

Credits will be counted on a cumulative basis, and awards will be given to learners, in the form of a badge, certificate and a choice of rewards from the College shop on a termly basis.

An attendance certificate will be awarded to any learner who achieves an agreed high level of attendance throughout the year (generally 96% or above).

Disciplinary and Warning system

Some learners do not always perform to the best of their ability, and this may manifest itself in poor attendance, punctuality, poor work completion rate and non-compliance with deadlines for coursework or assignments. Poor performance may result in the learner failing to achieve their learning goals which may in turn affect the progression opportunities open to them for their future aspirations. In these circumstances the College reserves the right to impose Flexible Supportive Strategies and/or learner performance sanctions upon those learners whose performance falls below the College's high expectations of its learners. In any disciplinary situation where a learner has been threatened, bullied, or intimidated, apart from any actions taken through this procedure, the College will provide additional support to enable the learner concerned to deal with their situation.

Stage 1: The Warning System

Any member of staff can issue a verbal warning for behaviour they feel this falls below College expectations and/or contravenes the College Code of Conduct. Warnings are designed to be a 'stop and think' strategy, not a sanction in themselves. The purpose of a warning is to alert the learner to the fact that their behaviour is falling below expectations and to prevent escalation of behaviour. This will not be achieved through the punitive method of issuing a warning as a threat, but rather as part of a discussion which clearly identifies to the learner what is going wrong and what the learner can do to put it right.

On occasions this conversation may not be appropriate in the moment, for example if the learner has become highly distressed. In this situation, removal from the situation and a quiet time out space is often more appropriate to de-escalate.

Discussion around the behaviour, expectations and warnings can be returned to, once the learner has calmed and is able to hear and discuss the incident. It is important where warnings are required they are issued by the member of staff who dealt with the incident first hand.

For examples of behaviour and approach to learning which can lead to warnings, please see Code of Conduct and Learner Agreements section above.

Any warning given must be entered on to the Behaviour Log on CPOMS, (see guidelines for recording Appendix 7) with details of the behaviour and the consequence so that this can be monitored by the MD Team. If a learner has been given a total of three warnings, or MDT agree the incident warrants, the learner will be expected to attend a Learner Incident meeting.

These lists are not exhaustive and staff should use their common sense in the implementation of the warning system.

More serious incidents or repeated incidents of unacceptable behaviour will be dealt with through the Learner Disciplinary procedures.

Time out from College

It may be appropriate on some occasions to ask learners not to attend College following an incident (s). This can either be done as part of their behaviour support plan, or as a response to a specific incident(s). The purpose of this time out period is to allow a “cooling off” period and to give staff and learners time to assess, reflect and plan. In considering the most supportive way forward both the Behaviour Management and Disciplinary and Learner Welfare and Fitness to Study policies will be explored at this stage. It may be that the ‘Learner Welfare and Fitness to Study Policy and Procedure’ is evoked.

Any time out period will usually last for one to two days (unless there are exceptional circumstances) and can only be agreed if a member of SLT agrees this is the right course of action. Any periods of time out will not be treated as part of the formal disciplinary process or as a suspension period.

3. Monitoring of Learner Incidents and Concerns

It is anticipated that the majority of incidents will be dealt with informally through discussion, in tutorials, weekly support meetings, Pathway meetings and by the use of the warning system.

Learner Incident Meeting

More serious incidents or repeated concerns will be dealt with through a learner incident meeting, which will normally take place within two days of the incident. This meeting will be chaired by an Operational manager, who is the most relevant to the incidents that have occurred. The meeting will discuss concerns/incidents with the learner, and are not part of the formal disciplinary process. This should be recorded on CPOMS.

The meeting will also agree targets for improvement and set a timescale for a review of these targets.

If at the review stage, targets have been achieved, no further action will be required. If targets have not been achieved, further reviews may be held, or if concerns are serious enough, a learner may be referred on to the formal disciplinary procedures.

4. Stage 2 Disciplinary Policy and Procedures

General Principles

In the event that the learner fails to attend any disciplinary meeting or hearing, without good reason, the Chair of the meeting may decide that the hearing should proceed in the learner's absence.

The College retains the right to vary any time limits set out in this procedure or to adjourn any hearing if circumstances require.

This procedure may also be varied if required as a reasonable adjustment for a particular learner's disability.

All correspondence, minutes of meetings and record of disciplinary penalties will be scanned onto the learner's programme folder.

5. Misconduct

The following are **examples** of misconduct which may result in disciplinary action being taken against learners:

- Any breach of the Learner Agreement or Code of Conduct.
- Any failure to follow the reasonable instructions of a member of staff.
- Verbal or physical abuse of learners, staff and/or governors of the College.
- Racial or sexual harassment, sexual misconduct or general indecent behaviour including peer on peer abuse
- Theft or illegal removal of College's or other persons' property, or damaging or defacing such property.
- Misconduct or dishonesty during examinations or assessments, plagiarism, forgery or fraud.
- Drunkenness, alcohol and drug use or possession or trafficking on College premises.
- Any bullying, harassment, intimidation, taunting, verbal abuse or the use of any violence or threat of violence towards any person, or behaviour which is offensive to those with learning and/or physical disabilities or impairments.
- Any behaviour which could bring the College into disrepute outside of the College.
- Any act which may have an adverse effect on the work of the College or on other learners or staff.
- Cumulative breaches of College regulations of a more minor nature.

This list is not exhaustive and may include other incidents of misconduct deemed a threat to a learner's education or welfare, or to the proper functioning of the College.

6. Serious Misconduct

Any particularly grave cases of misconduct may be treated as serious misconduct. For example, any incident involving violence or threat of violence; any incident that is contrary to, or interferes with, the College's responsibility for safeguarding young people and adults at risk; deliberate or reckless damage to property; endangering the health or safety of themselves or others; any criminal activity that may affect the College or other learners; or any activity/incident which may bring the College into disrepute, are likely to be treated as incidents of serious misconduct.

Further misconduct by a learner who has already received a verbal warning, a written warning or a final written warning through a formal disciplinary process may also be treated as serious misconduct.

It must be emphasised that this is not an exhaustive list of the types of case which the College may treat as serious misconduct. Any bullying which takes place via social media will be considered as bullying and treated as such.

7. Criminal Offences

In cases (internal or external to the College) where the police have been involved, a learner may be suspended from College at the discretion of the Deputy/Vice Principal or Director of Quality, pending the outcome of any police investigation (please refer to section 10). The matter for which the learner has been arrested or is subject to investigation and its relevance to the College will be taken into account where consideration is given to suspension. The period of suspension may be extended until the conclusion of any legal proceedings and/or internal disciplinary proceedings, including any appeal.

Where alleged misconduct would also constitute a criminal offence, the College shall have the discretion to continue action under these procedures but such action may be deferred pending any police investigation or prosecution.

8. Penalties for Misconduct

A range of penalties are open to the College, such as a verbal warning, a written warning, a final written warning, financial penalty, recompense for damage caused or loss of privileges which are felt to be appropriate to misconduct proven.

In the case of serious misconduct, there is the possibility of a fixed term or permanent exclusion from the College. It is understood that exclusion is to be considered the ultimate sanction and only to be used in the most serious circumstances. Alternative sanctions will be fully considered before a decision to exclude is made.

9. Suspension Pending Disciplinary Action for Alleged Serious Misconduct

Suspension can be carried out by the Deputy or Vice Principal, Director of Quality, the Head of Care, Head of Safeguarding and Behaviour, or a Curriculum Manager. The person, who suspends, in the event they are not the Deputy or Vice Principal, must notify the onsite Deputy or Vice Principal so that they are aware of the incident and can confirm the suspension.

A learner may be suspended with immediate effect where it is considered that the learner may have committed, or been party to, an incident of serious misconduct or where their continued presence on College grounds would pose a risk to themselves, other learners or staff. The learner will be informed verbally of the suspension, where practicable, and it will be confirmed in writing as soon as possible, providing details of the allegation made against the learner. The learner has the right to make a verbal representation, unless under exceptional circumstances, for example when the police are involved as the lead agency, to the Deputy Principal before a decision to suspend is made, or in writing after the suspension has been made.

The learner will remain suspended until the conclusion of the disciplinary investigation and any appeal, unless the Deputy Principal decides otherwise. The investigation will be undertaken as quickly as possible to minimise disruption to learning.

The person who suspends must:

- Ask the learner to write their account of the incident before leaving the premises, if possible, or to send it to the Deputy Principal as soon as possible.
- Ask witnesses to write their accounts straight away.
- Check arrangements by which the learner will leave the premises / travel home.
- Ensure that the learner's parent / carer / guardian or other appropriate adult, are informed of the suspension and continue to liaise, as necessary.
- Arrange for a standard suspension letter to be sent to the learner and copied to other parties as referred to in Appendix 1.

During the period of suspension, the College will carry out an investigation into the circumstance of any allegation made. The period of suspension will not prejudice any subsequent disciplinary proceedings. The learner will be informed of the outcome of the investigation, in writing, **within fifteen (15) learner attendance days** of the date of suspension. This period may be extended in exceptional circumstances, for example when the police are the lead agency, and notification to the learner must be undertaken immediately.

10. Disciplinary Hearings

Any allegation of misconduct or serious misconduct which cannot be dealt with through the Behaviour Management system or Learner Incident meeting, will be fully investigated irrespective of whether a learner has been suspended or not. The Deputy or Vice Principal or Director of Quality will select an Investigating Officer, to conduct an investigation and collate the evidence, including witness statements. The Investigating Officer will be required to write a report, detailing the allegation(s), the evidence in support of and against the learner and make a recommendation as to whether there is a case to answer. The Investigating Officer must forward their report and evidence to the Deputy or Vice Principal or Director of Quality **within a maximum of ten (10) learner attendance days** of the date the matter was referred for investigation (see Appendix 5).

If the Investigating Officer believes there is a case to answer, a Disciplinary hearing will be arranged and the learner concerned will be given at least **five (5) learner attendance days'** notice to attend (see Appendix 2).

This hearing is the learner's opportunity to put forward their version of events, their defence and /or any mitigating circumstances that they wish to be taken into account. The learner will be entitled to be accompanied at the hearing by a family member, friend or member of staff.

The hearing will be chaired by the Deputy or Vice Principal or Director of Quality and the Investigating Officer will present the evidence relating to the allegation.

The learner will be informed in writing, **within three (3) learner attendance days** of the outcome of the hearing and any penalties imposed in accordance with section 9 of this document.

An action plan will be completed and a review date set to ensure behaviour expectations continue to be met. This action plan will be reviewed by the Deputy or Vice Principal or Director of Quality who conducted the original hearing and the key staff involved with the learner. Parents/key carers will be informed of the outcome of this review.

All disciplinary records will be held in the Principal's Office and be subject to the College process on retention of records.

11. Appeal against a Penalty Other than Exclusion

An appeal against a penalty other than exclusion should be made in writing to the Principal within **five (5) learner attendance days** of notification of the decision. The appeal will be allocated to the Deputy or Vice Principal who has had no previous dealings with the disciplinary matter and who will review the disciplinary file. A rehearing will not normally be granted unless the Deputy or Vice Principal or Director of Quality believes there to have been a defect in the procedure.

The learner will be informed of the Deputy or Vice Principal or Director of Quality's decision in writing, within **three (3) learner attendance days** of acknowledgement by the College of the appeal. The Deputy or Vice Principal or Director of Quality shall have the power to confirm, annul or vary the outcome of the original disciplinary hearing but not to increase the penalty.

12. Appeal against Exclusion

An appeal against a fixed term or permanent exclusion must be addressed to the Principal within **five (5) learner attendance days** of receipt of notification of the decision to exclude. A panel will be convened, within ten **(10) learner attendance days**, comprised of the Principal, the Deputy or Vice Principal or Director of Quality (but not the individual who originally heard the case) and a College manager to review the case by holding a hearing which the learner is entitled to attend. This will not normally be a full rehearing unless the panel decides this is necessary.

The learner will be entitled to be accompanied at the appeal by a family member, friend or member of staff.

The excluded learner (or their advocate) will be asked to explain why he/she believes the disciplinary decision was wrong.

The Deputy or Vice Principal whose decision is the subject of the appeal will then explain to the panel the basis on which the decision to exclude was reached.

The panel will then ask any party any questions relevant to the appeal.

The panel will inform the learner of their decision in writing **within two (2) learner attendance days**.

13. Data Protection

All records and supporting evidence will be processed and stored in accordance with General Data Protection Regulations Act, 2018.

14. Related Policies

This policy should be read in conjunction with the following related documents and policies:

- Learner Journey Procedures including risk assessments
- Learner Absence Policy
- Equality, Diversity and Inclusion Objectives
- Equality Policy
- Young People and Adults at Risk Safeguarding Policy
- Behaviour Assessment Strategy
- Anti-bullying Policy
- Weapons Policy

Appendix 1 – Suspension from College Letter

RECORDED DELIVERY, 1st CLASS

Name
Address

Dear

Suspension from College, (date)

I write to confirm that you are suspended from College with immediate effect, owing to an allegation of **(allegation)** made against you. The allegation refers to an incident which occurred on **(date of incident)**.

You are therefore suspended until further notice, during which time an investigation will be conducted into the incident by a nominated Investigating Officer and a report will be made to me. I will write to you again to notify you of the outcome of that investigation in accordance with the terms of the Behaviour Management and Learner Disciplinary Procedure.

Before you left the College premises you may have been asked to prepare an account detailing your version of events. If this did not take place, please forward your account to me as soon as possible.

During this period of suspension, you are not allowed on College premises, College transport or at any College events without my permission. However, I have agreed that you can continue course work at home and you should contact your Progress Coach, **(name)**, on the telephone number below.

A copy of the Behaviour Management and Learner Disciplinary Procedure is enclosed, which you are recommended to read carefully.

Yours sincerely

Deputy/Vice Principal/Director of Quality

cc: Curriculum Manager
Principal
Progress Coach

Appendix 2 – Disciplinary Hearing Letter

RECORDED DELIVERY, 1st CLASS

Name
Address

Dear

Disciplinary Hearing with Deputy/Vice Principal/Director of Quality

Further to the allegation of **(details of allegation)** on **(date)**, **(which resulted in your suspension from College)**, I write to confirm that an investigation has taken place and you are now invited to attend a meeting with the Vice Principal so that you may put forward your version of events and offer mitigating circumstances.

The details of the allegation are..... for your information.

The meeting will be with **(Deputy/Vice Principal/Director of Quality)** on **(day, date and time)** at **(location)** and you are entitled to be accompanied or represented at that meeting by a family member, friend or member of staff. Please let me know before the meeting if you will be accompanied by anyone and of any witnesses who can be approached beforehand to give an account. **You must report to Reception on arrival and ask for the Deputy/Vice Principal/Director of Quality named above.**

Until such time as this meeting takes place, you remain suspended ~~and excluded~~ from all College premises, College transport and College events, unless you have previously obtained my express permission.

Yours sincerely

Deputy/Vice Principal/Director of Quality

cc: Principal

Appendix 3 – Disciplinary Outcome Letter

RECORDED DELIVERY, 1st CLASS

Name
Address

Dear

Disciplinary Hearing Outcome, (date)
Allegation of (allegation)

Further to our meeting on **(date)**, I have found that the penalty of **(fixed/permanent exclusion/final warning/verbal warning/other)** is the appropriate penalty to be applied in all the circumstances. This decision has been taken for the following reasons:

(insert brief reasons for this decision)

I have attached the action plan and review dates agreed at the disciplinary hearing.

You have the right of appeal against this exclusion and details of how to go about this are provided in the Behaviour and Disciplinary Policy, which is attached for your information.

If you choose to appeal against this penalty, you should address your appeal to the Principal within five learner attendance days of receipt of this letter.

Yours sincerely

Deputy/Vice Principal/Director of Quality

cc: Principal

Appendix 4 – Appeal Against Exclusion Letter

RECORDED DELIVERY, 1st CLASS

Name

Address

Dear

Appeal Against Exclusion

Following your decision to commence an appeal against your exclusion from the College, you are required to attend an appeal review at which time a specially selected panel will hear your representations, along with those of the Deputy/Vice Principal concerned.

The appeal hearing will take place on **(day, date, time)** at **(location)**.

Please find enclosed a copy of the Behaviour Management and Disciplinary Procedure in which you will find full details of the appeal procedure.

Yours sincerely

Principal & Chief Executive

cc: Deputy/Vice Principal/Director of Quality

Investigating Officer’s Report

Report Created on: (date)
Report Created by: (name)

Learner Name: (name)
Date of Birth: (d.o.b)
Age at start of course: age in years

Allegation(s)

Insert details here

Circumstances Surrounding the Allegation(s)

Insert details here.

Documentary Evidence Submitted

Insert details here

Additional Relevant Information Concerning the Learner(s) or Allegation(s)

Insert details here

Details of witnesses interviewed

Insert details here

Misconduct

Please tick the relevant box(es) to the misconduct(s) you believe the learner has displayed.

- ☐ Any breach of the Learner Agreement or Code of Conduct.
- ☐ Any failure to follow the reasonable instructions of a member of staff.
- ☐ Verbal or physical abuse of learners, staff and/or governors of the College.
- ☐ Racial or sexual harassment, sexual misconduct or general indecent behaviour including peer on peer abuse
- ☐ Theft or illegal removal of College’s or other persons’ property, or damaging or defacing such property.
- ☐ Misconduct or dishonesty during examinations or assessments, plagiarism, forgery or fraud.
- ☐ Drunkenness or alcohol use during the college day
- ☐ Any bullying, harassment, intimidation, taunting, verbal abuse or the use of any violence or threat of violence towards any person, or behaviour which is offensive to those with learning and/or physical disabilities or impairments.
- ☐ Any behaviour which could bring the College into disrepute.
- ☐ Any act which may have an adverse effect on the work of the College or on other learners or staff.
- ☐ Cumulative breaches of College regulations of a more minor nature.

Serious Misconduct

Please tick the box if you believe serious misconduct has been committed.

☐

Any particularly grave case of misconduct may be treated as serious misconduct. For example, any misconduct involving violence or threat of violence, deliberate damage to property, endangering the health or safety of others, or any criminal activities affecting the College or other learners, or which could bring the College into disrepute are likely to be treated as serious misconduct (please describe).

Conclusion

Insert details here.

Please ensure that all documents are dated and signed by the person recording the information and, if applicable, the learner.

Signed by Investigating Officer

Print name

Job Title

Date

Appendix 6 – Disciplinary/Incident Meeting Action Plan

Disciplinary/Incident Meeting Action Plan



Date:

<u>Present</u>	
<u>Summary</u>	

ACTION	BY WHOM	BY WHEN	COMPLETED

<u>Review date and notes</u>

Learner signature

Staff signature

Appendix 7 - Recording incidents on CPOMS

CPOMS Recording Guide

CPOMS is replacing Databridge as the College system for recording and sharing information about behavioural incidents.

Behaviour is a form of communication and all behaviour happens for a reason. Challenging behaviour can lead to risk for the individual and for others around them. It is vital that we, as an organisation, monitor, record and reflect on the behaviours of our learners; to understand the meaning behind behaviour and help the learners find more positive ways of expressing themselves, reducing risk and distress to all. Learners who feel safe and calm will be able to learn and progress.

When recording please remember to record in an objective way, refraining from detailing personal opinion. Please state the facts and events as you witnessed them, other people involved (not initials) and anything you were aware of that preceded the incident. Record what behaviour was seen and how the behaviour was responded to.

The behaviour categories available to record under are:

- Aggression
- Physical towards staff / learner / property
- Bullying
- Inappropriate language
- Destructive behaviour
- Relationships

The Safeguarding and Behaviour Team (mentors) will respond to the recordings and feedback through the system any actions taken.

If you have an urgent need for support, please call the office number 6186 or 6114 for assistance.

Recording

All staff have access to the CPOMS guide, available on the intranet.

As a brief reminder staff are asked to consider the following:

- What, when, where the incident occurred
- Behaviour: what did you actually see happen, what behaviour was displayed
- Consequences: What action you took at the time. The section has a tick box to record any warnings issued.

What happens to the information you record?

- The CPOMS Behaviour log is reviewed daily.
- It is reviewed weekly at the Multi-disciplinary team meeting.
- This group will agree any further action that may be required and inform staff through scheduled College meetings.
- A summary report is produced termly for managers on incidents to examine any developing trends and impact of interventions.

Initial Equality Impact Assessment Screening

Name of Policy or Service	Behaviour Management and Disciplinary Policy and Procedures
Author of impact assessment (name and job title)	Rosie Herbert Deputy Principal
Date impact assessment completed	June 2026
Is this a new or reviewed policy or service?	New policy/service ☐ Date of policy/service Reviewed policy/service ☒ Date of review June 2026

Briefly describe the aims and purpose of the policy	To state the College's policy on behaviour management and the disciplinary procedures to be followed
Who is intended to benefit from this policy and in what way?	The policy is intended to benefit all learners by promoting positive behaviour and setting our clear guidelines for expectations and consequences of how the College will respond to behaviour challenges
What could contribute or detract from achieving the aims and purpose of the policy?	Staff will need to apply the policy in a consistent way to avoid learners being treated unfairly
What evidence or data has been collected and used to determine the impact on equality groups. Have any data gaps been identified.	Data on incidents is considered on a termly basis to monitor the behaviour and impact on equality groups. Steps are also been taken to create the capability to report on warnings given so this will used as a further measure

		Comments / Evidence
Has consultation on this policy indicated any possible concerns or issues in relation to equality, diversity and inclusion?	Yes ☐ No ☒	Many of the proposed changes to this policy have been recommended by learners and staff alike through consultation and are intended to introduce a clearer and fairer system for all
Is there an opportunity to promote equality of opportunity by this policy?	Yes ☒ No ☐	There is an opportunity to use this policy to promote consistent responses to behaviour and to use the policy to challenge behaviour such as bullying and discrimination if they arise

Potential impact on grounds of:

Race	Positive ☒ Negative ☐ No impact ☐	
Disability	Positive ☒ Negative ☐ No impact ☐	
Gender	Positive ☒ Negative ☐ No impact ☐	
Gender reassignment/identity	Positive ☒ Negative ☐ No impact ☐	
Age	Positive ☒ Negative ☐ No impact ☐	
Sexual orientation	Positive ☒ Negative ☐ No impact ☐	
Religion or belief	Positive ☒ Negative ☐ No impact ☐	
Marriage and civil partnerships	Positive ☐ Negative ☐ No impact ☒	
Pregnancy and maternity	Positive ☐ Negative ☐ No impact ☒	

If any potential negative impacts of this policy or service have been identified then a full equality impact assessment form should be completed.