

# Student Management Policy

## Positive Behaviour

<b>Policy review area</b>	Students
<b>Lead Manager</b>	Director of Student Services and Support
<b>Approval level</b>	CMG
<b>Start date</b>	1 September 2020 - Version 2: reviewed September 2021
<b>Review cycle</b>	2 years
<b>Next review</b>	July 2022

# Every student is welcomed and valued, every day.

## 1. Introduction

GB MET (Greater Brighton Metropolitan College) aims to create a caring and purposeful learning environment for all students, apprentices and staff with an emphasis on mutual respect, tolerance and high expectations. High standards of student behaviour are strongly linked to high achievement and contribute to the creation of a safe and welcoming learning and working environment. It is essential that, as a college, we recognise and celebrate our students' achievements to create a culture, which encourages and rewards success.

Inappropriate behaviour has many causes which are sometimes complex. GB MET's aim is to ensure that students stay at college and successfully complete their course. Managing behaviour should be seen firstly as a support issue, with actions to clarify expectations, address and change behaviour. A holistic approach which considers both aspects of college life and external factors, will be taken into account when considering a student's behaviour.

If the misconduct is serious, persistent or causing serious disruption to others then the Positive Behaviour Policy should be implemented. There are four areas which will be addressed through the student positive behaviour management process: course progress, attendance, and behaviour. The basis for taking a positive behaviour approach is the simple fact that individuals and groups like to be praised for what they do well. Tutors and staff members who praise students, achieve better results from them and from other students who notice and model this good behaviour.

Our Positive Behaviour Guide can be accessed [here](#).

## 2. Principles

- The standards of positive behaviour are set out in code of conduct. These must be discussed and agreed with students and apprentices at induction and throughout their time at college and will be reviewed with Student Reps across the year.
- The management of student behaviour is the responsibility of all GB MET staff (teaching and nonteaching), through adherence to the agreed procedures detailed in this policy document.
- This policy applies to all students and apprentices and to all areas of the college, including outside the classroom and in the immediate college vicinity.
- Incidents that take place outside the college that may affect students and their learning within the college also fall under the remit of this policy and breaches should be addressed. This includes incidents related to social media.
- The behaviour of students and apprentices can be strongly influenced by the behaviour of staff; how we prevent and respond to situations can greatly influence the outcomes.
- Any student or apprentice who believes that they have been treated unfairly or not in accordance with the procedures may appeal under this policy.
- Parents/carers of students 18 and under will be kept informed unless there are safeguarding related reasons not to do so.
- If incidents involve school-age learners, schools will be informed by the 14-16 Team.
- Sponsoring employers may be informed if the Student Management Policy has been used.
- If concerns relating to a student's behaviour are identified as a safeguarding concern, this will be referred immediately to the Safeguarding Team by the member of staff raising the concern
- A member of the Additional Learning Support team will be involved if the student has a disability and requires support with the process. Engagement with the ALS team will need to be coordinated by the curriculum department.

### 3. Setting Standards

All staff are responsible for responding to and dealing with inappropriate behaviour when it occurs even if the student or apprentice is not from their own teaching area or department. This is vital in creating a safe, calm atmosphere that is pleasant for all of us to work and learn in. Learning is more effective if it takes place in an environment of mutual respect and where students and apprentices have clear guidelines and expectations of what is and what is not acceptable.

The College has a clear expectation of student behaviour as outlined fully in the Student Charter, which will be reviewed by students during the first term.

These expectations must be made clear at induction and discussed with students regularly throughout the year, at a minimum of every half term. The standards must be applied consistently and fairly and to all students and apprentices. Any exceptions must be justified and relevant to the circumstances.

If you feel unsure about dealing with an incident, you may seek support from any college Manager or your line manager.

If a member of staff, student or apprentice has serious concerns that a student or apprentice is in possession of drugs on a college site then they should notify the Duty Manager. The Duty Manager can search the student/apprentice within the Drugs and Alcohol policy guidelines.

### 4. Stages of the Positive Behaviour Policy

Links to the pro-formas for Action plans and all stages of the policy can be found in the Appendix

#### 4.1 Informal behaviour discussion warnings (issued by any member of staff)

Unacceptable behaviour, attendance or performance should be dealt with immediately. Where appropriate this should be handled informally and should include discussions with students/apprentices about college expectations. Students should be offered support to understand this. Any support needs identified should be dealt with or referred onto the relevant student services and support team. If the unsatisfactory behaviour is persistent the Student Management process should be clarified and explained.

All informal warnings should be recorded onto e-Trackr and action plans uploaded to the student's e Trackr page.

#### 4.2 Stage 1 Review referred to the Pastoral Tutor or equivalent by the member of staff that is dealing with the student at the time of the incident

Where staff concerns have become too serious for informal action, or where misconduct persists despite an informal warning, a written Formal Warning should be issued.

A Student Incident Report Form should be completed by all relevant witnesses and sent to the relevant Pastoral Tutor or equivalent dealing with the incident.

The incident should be reviewed by the Pastoral Tutor or equivalent and the findings recorded on Etrackr. If proven, a formal meeting should be held and chaired by the Pastoral Tutor within five working days of receipt of the referral. The purpose of this meeting is to review the reason for referral, if appropriate to issue a Stage 1 Warning, and to set and agree targets and an action plan. Parents/Carers of age appropriate students/apprentices must be notified and invited to attend the referral meeting. The employer for the apprentice should also be notified and at the request of the student, a student advocate can also be present.

The SMART Targets form should be agreed and signed by the student/apprentice and the Chair and the completed form uploaded to the students Etrackr page.

A date to review progress against the SMART targets should be agreed at the time of signing the form. Copies of the form should be given to:

- student/apprentice
- parent/carer if student is 18 or under
- employer/sponsor/school if applicable

The Chair is responsible for monitoring the smart targets and action plan.

Examples of Stage 1 incidents:

- Frequent incidents of non-attendance without legitimate reasons
- Regular lateness
- Being impolite/disrespectful to staff/other students/apprentices
- Using inappropriate language and behaviour towards fellow students or staff
- Disturbing the learning of other students
- Not complying with general class rules as agreed during induction
- Not making sufficient effort during timetabled sessions
- Non-submission or late submission of homework
- Minor breaches of Health & Safety rules

#### **4.3 Stage 2 Review (issued by Deputy Head of Learning )**

A Student Incident Report Form should be completed by all relevant witnesses and sent to the relevant Pastoral Tutor or equivalent. The incident should be reviewed and the findings recorded.

If proven, a formal meeting should be held and chaired by the Deputy Head of Learning. The purpose of this meeting is to issue a Stage 2 Warning, set and agree targets and an action plan. In the event of an escalation from a Stage 1 the Chair will review progress and evidence from the previous action plan.

Parents/Carers of age appropriate students/apprentices must be notified and invited to attend the referral meeting. The employer for the apprentice should also be notified. At the request of the student, a student advocate can also be present.

The SMART Targets form should be signed by the student/apprentice and the Chair and be logged on e-Trackr. A date to review progress against the SMART targets should be agreed at the time of signing the form. Copies of the form should be given to:

- student/apprentice
- parent/carer if student is 18 or under
- employer/sponsor/school if applicable

The Chair is responsible for monitoring the smart targets and action plan. Examples of incidents:

- Ongoing and persistent issues from Stage 1
- Failure to submit work or late submission of coursework
- Bullying or threatening behavior, including cyber bullying, prejudiced based and discriminatory bullying
- Peer on peer abuse
- Damage to College/student property
- Actions harmful to self or others
- Ongoing health and safety breaches
- Plagiarism or fraudulent claiming of work
- Bullying or harassment based on protected characteristics (ie race/gender/sexual orientation)

#### **4.4 Stage 3 Review (issued by-Head of Learning)**

Ongoing and persistent issues from Stage 2 or more serious concerns.

A student Incident Report Form should be completed by all relevant witnesses and send it to the

Head of Learning. This could result in either further targets being set or a referral to stage 4 for students/apprentices sponsored by employers, the employer will be informed.

#### **4.5 Stage 4 - Gross Misconduct /Request for withdrawal or exclusion**

If a student is suspected of a more serious act or the issue raised during a stage 3 referral persists then the Head of Learning can decide to move straight to Stage 4 Gross Misconduct.

Examples of gross misconduct:

- Deliberate and serious violation of the College's health and safety rules and procedures
- Violent, dangerous or intimidating conduct.
- Incapacity owing to the consumption of alcohol or misuse of drugs (any disclosed prescribed medical treatment or condition will be taken into account when determining what action is appropriate).
- Harassment, victimisation or discrimination against another student/apprentice, member of staff or visitor on any grounds, including age, disability, ethnic origin, gender, sexual orientation, marital status, religion or belief.
- Serious damage deliberately sustained to the property of the College, other students/apprentices, staff or members of the public.
- Serious negligence which causes unacceptable loss, damage or injury.
- Theft or unauthorised possession of any property or facilities belonging to the College or any member of staff or student/apprentice.
- Deliberate falsification of College documentation, records and course work.
- Serious misuse of College property or equipment, including use of photocopiers, phones, faxes and other IT equipment for personal purposes without prior agreement.
- A criminal offence which may adversely affect the College's reputation or your suitability to continue on the course, e.g. the supply or purchase of illegal substances.

##### **4.5.1 Suspension**

Any student/apprentice alleged as responsible for an incident of formal/gross misconduct can immediately be given a suspension in agreement with a member of SLT. The Duty Manager can also take on this responsibility. It should be made clear to the student/apprentice that suspension is a neutral act. When a student/apprentice is suspended the Head of Learning or Duty Manager must inform the parent/carer immediately and prior to the student leaving the campus. If required arrangements can be made to ensure the student reaches home safely e.g. taxi arrangements.

Suspended students are required to stay away from the College whilst the circumstances of the incident are investigated. The period of suspension must be as short as possible and the time frame clearly communicated to students/apprentices and their parents/carers.

Where an incidence of misconduct also breaches criminal law, it may be necessary to inform the Police. This will be decided upon by a member of the SL. Parents/carers/employers of apprentices must be notified immediately.

Suspension should only be used when there are reasons to believe that the student/apprentice presents a risk to others in the college or is in need of a 'cooling off period' while the facts are established. Students/apprentices should be marked as an authorised absence in registers.

##### **4.5.2 Non-attendance to English and/or Maths**

In the event of continued non-attendance (2 consecutive weeks) or intermittent attendance patterns (e.g. attends one subject but not the other or attends every other week), a curriculum department manager can approve the suspension of the student attendance to the vocational programme until expected attendance levels to English and/or Maths has been met.

Process for suspension to vocational programme

1. Personal Tutor reviews attendance data and liaises with the relevant English and/or Maths tutor
2. for students who have not attended, the Personal Tutor to check with with Head of ALS for extenuating circumstances
3. Personal Tutor presents a case to the curriculum department manager to request a suspension to vocational programme
4. The curriculum department manager to approve/decline
5. In the event of approval, the department manager to meet with parents and follow up with a formal letter (template available).

The Personal Tutor/named tutor/assessor is responsible for monitoring attendance and reinstating approval for attendance to the vocational part of the study programme.

Where behavioural incidents have taken place within English and maths classes it is expected that there is a joint approach between the teams to tackle and address this.

#### **4.5.3 Formal Investigation following a suspension**

The Head of Learning will undertake a formal investigation and become the lead investigator. This could involve interviewing students/staff or other witnesses. Records of these meetings must be kept.

##### **Stage 4 Hearing Panel**

The student/apprentice will be invited by letter to attend a Stage 4 Hearing with copies sent to the student's parents/carers. The Hearing should be held at the earliest possible time (usually no longer than 10 working days after an incident). The student/apprentice may have someone to accompany them at the Stage 4 Hearing such as a relative/family friend or member of staff to act as an advocate (but not a legal representative). The student/apprentice should confirm their attendance and the attendance of their advocate. If the advocate is a student/apprentice at the College this will need to be approved as appropriate by the Chair of the panel.

The hearing will be chaired by a member of SLT (Director of Student Services and Support). The evidence from the investigation will be presented and discussed. The student/apprentice will be given every opportunity to respond to allegations and concerns. The Chair will consider all the information and where there is a conflict of views, make a judgement based on the balance of probabilities. No decisions should be communicated in the meeting itself.

At the end of the Formal Hearing the Chair can recommend the following action:

- Complete exoneration
- Partial exoneration, the outcome of which will be decided on a case by case basis.
- Further investigation
- Continuation on the course with specified conditions
- Recommend transfer to another college course or other another college
- Exclusion with a time limit for re-enrolment
- Permanent Exclusion

The student/apprentice will be informed in writing of the decision within 5 working days, with the letter copied to parents/carers where appropriate in a Formal Hearing Outcome Letter signed by the chair of the meeting.

In the event of the Chair's recommendation for exclusion with a time limit for re-enrolment or permanent exclusion the Vice Principal will agree the suitable time limits to ensure that there is whole college consistency.

#### **4.10 Vandalism**

Students/apprentices who are found to have committed malicious and/or criminal damage or vandalism on any college premises will be expected to pay towards the cost of repair or replacement. The agreement of compensation will form part of the hearing outcome. The terms of repayment will be outlined in the outcome letter.

#### **4.11 Appeals**

A student/apprentice has the right to appeal against exclusion within 5 working days to the Vice Principal. This right to appeal must be detailed in the exclusion letter. If there is no appeal during the 5-day period, the decision is ratified. In the event of an appeal a relevant Senior Manager will convene an appeals Panel within 10 working days of receipt of the appeal. Any evidence additional to that already presented at the Formal Hearing must be submitted at least three working days before the meeting.

The Appeals Panel will be chaired by a member of the Senior Manager not previously involved in the case. For serious, controversial or contentious cases, to ensure objectivity and independence the meeting may be chaired by the College Principal.

Students/apprentices may have someone to accompany them at the Stage 4 Hearing such as a relative/family friend or member of staff to act as an advocate (but not a legal representative).

The panel may:

- completely exonerate the student/apprentice
- partially exonerate the student/apprentice
- uphold the previous decision

The decision, which is final, will be notified in writing within 5 working days from the appeal in an Appeal Outcome Letter.

#### **4.12 Future progression**

Wherever possible students/apprentices who have been permanently excluded or have a disciplinary history should be supported to access the wider GB MET offer. However, in cases of gross misconduct it may be necessary for a risk assessment to be completed by the Safeguarding Team led by the Director of Student Services and Support.

#### **4.13**

The Student Management Policy applies to all 14-16 students with the following variations to reflect the age and statutory status of these students.

The 14-16 student, parent/carer and school must be kept fully informed through the 14-16 Coordinator about the process.

If a student is subject to a fixed term exclusion by the school, the College placement will usually continue. In the case of a permanent exclusion from school the College placement should be assumed to continue unless there are specific concerns about safety or safeguarding. This should be detailed in the official paperwork completed by the 14-16 Co-ordinator used to notify parents/carers/guardians. For all exclusion types the Head of Curriculum will be kept informed.

A student who is excluded from a 14–16 programme should still be allowed to apply for post-16 programmes unless there are exceptional circumstances. This should be made clear to students as part of the formal hearing notifications.

## 5. Recording

All information relating to the enactment of this policy should be logged on e-Trackr. This will be held on the students file for the duration of their time at College and retained for 7 years.

## 6. Reporting

The Assistant Principal - Teaching, Learning and Quality will be responsible for reporting and monitoring exclusions to the Executive Team.

## 7. Vulnerable students

The College will be proactive in identifying and working with students with identified behavioural needs from when they first apply to the College. Some students/apprentices may have an Education, Health and Care Plans (EHCP) to outline specific support for their behaviour, performance or attendance. Students/apprentices who have been admitted onto courses will have this support identified and the EHCP will be shared with appropriate teaching and support staff.

## 8. Safeguarding

Incidents of Student Misconduct could link with Safeguarding if it is perceived that a student is at risk or if a student makes a safeguarding disclosure as part of this process. The relevant Safeguarding Lead should be involved at the earliest possible stage and reports provided by staff to ensure that the safeguarding of students remains a priority. Incidents relating to peer on peer abuse and/or sexual violence or harassment **must** be reported to Safeguarding

## 9. Management of student disciplinary

In the event of intervention/support from a Duty Manager/Health and Safety Manager it is still the curriculum department's responsibility to lead on individual student disciplinary until its conclusion.



# Student Management/Positive Behaviour Process Summary

<b>Informal Support Stage</b>
<p>This is for mild concerns in the community that can be managed by an informal discussion and reminders around College behaviour expectations, by the member of staff dealing with the concern.</p> <p>Where possible this should be recorded on etrackr and if the issue persists it would need to be referred to a stage one review meeting</p>



<p><b>Stage 1 Review Meeting</b> Where an information review has not been successful or higher level concerns have been raised and support is required</p>	<p><b>Lead: Pastoral Tutor or equivalent</b> Concerns should be referred to the Pastoral Tutor who will arrange for the review meeting to be set up.</p>
<p>Review meeting with student and Pastoral Tutor or equivalent Parent/carer invited and any relevant representative from ALS (LSA/Senior LSA, ALS Tutor) Employer notified (apprentices).</p>	<p>SMART targets/goals should be set with the student with support around how to achieve them and a review meeting booked within two weeks to review whether further support is required.</p>
<p>Record: e-Trackr</p>	<p>Notify: DHoL and wider support teams where there is engagement with them</p>



<p><b>Stage 2: Review Meeting</b></p>	<p><b>Lead: Deputy Head of Learning</b> This should be referred to the DHoL who will arrange for the review meeting to be set up</p>
<p>Where Stage 1 targets are not met, concerns persist and extra support is required.  Parent/carer invited and expected to attend Employer notified (apprentices).  Pastoral Tutor invited and any relevant representative from ALS (LSA/Senior LSA, ALS Tutor)</p>	<p>Further/ SMART Targets set with support around how to achieve them and review meeting booked within two weeks to review whether further support is required.  Referral to student support services if applicable</p>
<p>Record: e-Trackr</p>	<p>Notify: Head of Learning and wider support teams where there is engagement with them or where their support is required</p>



<b>Stage 3 Review</b>	<b>Lead: Head of Learning</b> This should be referred to the HoL who will arrange for the review meeting to be set up.
Stage 2 SMART Targets not met and extra support is required.  Or  Parent/carer invited and expected to attend Employer notified (apprentices).	Further/ SMART Targets set with more targeted support around how to achieve them and review meeting booked within two weeks to review whether further support is required.  Referral to student support services if applicable
Record: e-Trackr	Notify: Vice Principal

<b>Stage 4 Investigation and Formal Hearing Panel</b>	<b>Lead: SLT Member chaired by Director of Student Services And Support</b> This should be referred to a member of SLT who will investigate and arrange for the formal hearing to be set up to include the Head of Learning, and Support where required.
Gross Misconduct Incident and investigation - if a student is suspect of a serious act then the Head of Learning can decide to move directly to a stage 4 investigation.  Parent/carer invited and expected to attend Employer notified (apprentices).	Suspension pending investigation  Permanent exclusion must be approved by SLT Member Refer to other time-limit exclusion from GB MET. New applications welcome after a period of 6 months – 5 years.  Right to appeal to Principal
Record: e-Trackr	Notify: Director SSS and Vice Principal

## Appendices

Pro-formas for the following documents are available by following the link below:

- Letter templates for each stage
- SMART targets for improvement pro-forma
- Incident/accident report form

<https://drive.google.com/drive/folders/1zHXRyp48tF7cNaNRbQxna655qymY-as0?usp=sharing>

Supporting policies/documents

- [Anti-bullying policy](#)
- [Drug, Alcohol and Smoking Policy](#)