POSITIVE BEHAVIOUR PROCESS

Ref No	0008	Version	3
Dept	Curriculum	Last Updated	April 2022
Responsible Manager	Assistant Principal	Next Review	April 2024
Date Approved	April 2022	Category	Public
Where Approved	Senior Leadership Team	Covers	Students
Associated Documents		Guidance for the Positive Behaviour Process	

Contents

Purpose and Guidance Statement

Telford College wants to ensure that students enjoy their studies, achieve and progress. Our part in this is to ensure that we have support processes in place to help and to actively engage with students to ensure that they maintain good citizenship standards.

This policy statement applies to all students of the College, full-time or part-time, community or employer based, whether or not their course is validated by, or associated with, any other institution.

We aim for Telford College to be a respectful, thriving, happy environment and this means that the College has a responsibility to ensure that standards are maintained to promote positive behaviour amongst students and staff. In developing this policy and in promoting the importance of positive behaviours amongst all individual and learner groups, the College has expectations of staff, supported by specific rights and responsibilities of all students.

Telford College will:
- Promote personal responsibility and positive behaviour supported by appropriate guidance and disciplinary interventions.
- Provide an induction programme to new students outlining safeguarding practices, support services, and behavioural expectations.
- Ensure consistency and fairness of treatment for all, with consistent responses to both positive and negative behaviour.
- Provide students with opportunities to seek support through both in house services and external agencies.
- Have mechanisms in place to recognise positive behaviour.
- Provide a safe learning environment to all students, free from disruption, violence, bullying and any form of harassment.
- Encourage positive relationships with parents/guardians, developing a shared approach to involve them in the implementation of the college's positive behaviour guidance and associated procedures.
- Promote fundamental British Values, such as individual liberty, rule of law, respect and tolerance, and democracy.
- Have a positive behaviour procedure in place, providing support to students where they are finding it challenging to meet college expectations.
- Be committed to the elimination of discrimination on the grounds of gender, marital status, sexuality, race, colour, creed, ethnic or national origins, age, disability, trade union membership, religion, or belief.
- Support the right of all members of the organisation including staff, students, and visitors to work and study at the College without fear of harassment or victimisation.

Examples of Positive Behaviours (Students/Apprentices):

The list details examples of positive behaviour that will support Telford College students in achieving during their studies. This list is not exhaustive, but outlines Telford College's minimum expectations.

- Excellent attendance and punctuality at all times.
- Informing the college when unable to attend due to genuine circumstances.
- Arriving to lessons on time and or work placement willing to learn and to fully engage in programmed activities.
- Adhering to the behaviour expectations set out by college staff, or employer.
- Following guidance from college staff, or employer, regarding the use of mobile technology within the classroom and/or workplace.
- Wearing of college ID badges, and where appropriate, uniform, to support the safe running of college/work-based sites.
- Completing assessments and homework in line with college deadlines.
- Taking part in enrichment opportunities to support personal development.

- Treating all members of the college community with respect and courtesy.
- Attending progress events and parents' evenings, where appropriate, to review progress and achievement.
- Show commitment to their studies to progress within the college or to their career aspirations.

Examples of behaviours leading to staff intervention:

The list below details examples of behaviour that are not considered positive at Telford College and can result in suspension or permanent exclusion. This list is not exhaustive.

- Bullying and harassment of any description
- Damage to property and disrespect of college resources or premises
- Plagiarism
- Inappropriate use of social media
- Using college internet to access inappropriate websites not connected to study
- Refusing to wear college ID
- Threatening staff or students
- Injuring other students or staff
- Threatening behaviour verbally or physically
- Stealing/damage to property
- Bringing the College's name into disrepute by external activities
- Illegal substances
- Possession of weapons

Students/Apprentices who require additional support

For students/Apprentices that may require additional support - for instance: students/apprentices with Educational Health Care Plans, looked after children, care leavers - there may be requirements for additional representatives to be in attendance for support meetings:
- Learning support managers
- Social workers
- Key workers
- Local Authority representatives

Any additional representatives, will be arranged by the college and in-line with the college's visitor process

Support Stages

Support Stage 1

Support Stage 1 will be implemented if there is a cause for concern, with the below being trigger points for the support stage – only one of the trigger points are required to implement the support stage. Through the support stage 1 process the tutor/assessor will discuss any barriers which are causing the concerns and how the college can support the student to meet their targets.		
Criteria		
Type including frequency and volume		
Up to 3 verbal warnings issued by any member of staff		
Poor attendance – in line with college attendance benchmarks		
None-submission of assignments/coursework/homework		
Actions and Process		
Lead and actioned by	Personal Tutor/assessor	
Meeting representation	Student, Personal Tutor/assessor	
Meeting to discuss	• Explore issues causing the concerns • Set SMART targets to address the concerns • Agree a review date of the targets and progress	
What to record	**Where**	**By Who**
Key themes from the meeting and the actions and recording the review date.	ProMonitor Meetings	Personal Tutor/Assessor
Update support stage badge.	ProMonitor Risk Indicators	Personal Tutor/Assessor
Personal tutor/assessor to inform admin of meeting so email to student, parent (employer for apprentices) informing them of the meeting can be sent.	ProSolution Standard Messages	College Admin
Inform learning support coordinator if the student has an EHCP.	ProMonitor Comments	Personal Tutor/assessor
Inform the business programme manager of the meeting and actions,	ProMonitor Comments	Personal Tutor
Review		
The personal tutor/assessor will review the targets with the student/apprentice by the review date (normally 2-3 college weeks). If the student/apprentice has met the targets of the SS1 then the support stage will be removed, if the student/apprentice has not met the targets this will be escalated to a SS2.		
What to record	**Where**	**By Who**
Update support stage badge.	ProMonitor Risk Indicators	Personal Tutor/assessor
Mark the meeting as completed, giving a brief outcome of the meeting. Including any notification through to learning support.	ProMonitor Meetings	Personal Tutor/assessor

Support Stage 2

Support stage two will be implemented when there is concern that the student/apprentice is finding it challenging to meet or has not met the actions detailed in support stage one. There will be key triggers which will automatically escalate a student to support stage 2. For 16-19 students, Parental representative will be invited to attend the appointment with the student, with the personal tutor/assessor leading the meeting. For apprentices, work-based mentors will be invited to attend? If appropriate, other parties may be invited to attend, such as the learner manager. Business programme manager

Criteria
Type including frequency and volume – examples only
Not meeting targets of support stage 1
Poor attendance – in line with college attendance benchmarks
Lack of commitment to programme of study – behind on work for example
Student involved in verbal arguments
Plagiarism on an assessment *(other forms of plagiarism may be escalated to SS3 depending on severity)*
Theft *(this may be escalated to SS3 depending on the severity)*

Actions and Process			
Lead and actioned by	Personal Tutor/assessor		
Meeting representation	Student/apprentice, Parental representative, work-based mentor, Personal Tutor, assessor		
Meeting to discuss	• Review targets of SS1 (if not escalated direct to SS2) • Explore issues causing the concerns • Set SMART targets to address the concerns • Agree a review date of the targets and progress		
What to record		**Where**	**By Who**
Arrange meeting with parental representative or request admin to arrange meeting with parental representative on tutor's behalf.		-	Tutor/assessor/College Admin
Key themes from the meeting and the actions and recording the review date.		ProMonitor Meetings	Personal Tutor/assessor
Update support stage badge.		ProMonitor Risk Indicators	Personal Tutor/assessor
Inform learning support coordinator if the student has an EHCP.		ProMonitor Comments	Personal Tutor/assessor
Inform the business programme manager of the meeting and actions, and invite work-based mentor		ProMonitor Comments	Personal Tutor/assessor

Review		
The personal tutor/assessor will review the targets with the student by the review date (normally 2-3 college weeks). If the student/apprentice has met the targets of the SS2 then the support stage will be deescalated to no level of support stage (unless the relevant manager feels it should be descaled to SS1) if the student/apprentice has not met the targets this will be escalated to a SS3.		
What to record	**Where**	**By Who**
Update support stage badge.	ProMonitor Risk Indicators	Personal Tutor/assessor
Mark the meeting as completed, giving a brief outcome of the meeting. Including any notification through to learning support.	ProMonitor Meetings	Personal Tutor/assessor

Support Stage 3

Stage three will be implemented when there is concern the student/apprentice is finding it challenging to meet the requirements of the course, and the actions agreed in stage one or two have not been met. A stage three meeting may also be called if there is a significant behavioural or progress concern that is putting their place at college at risk. A learner manager/head of area/apprenticeship manager/will be asked to attend the meeting to support the student/apprentice in maintaining their place at Telford College and will chair the meeting. Minutes of the meeting will be taken by an administrator.

Criteria

Type including frequency and volume – examples only
Not meeting targets of support stage 2
Physical violence *(unless severity of incident would deem to be suspension then SS4)*
Continued Poor attendance – in line with college attendance benchmarks
Continued Lack of commitment to programme of study – behind on work for example
Stop and search with items found *(unless severity of incident would deem to be suspension then SS4)*
Other items of a serious nature, escalated to SS3)

Actions and Process		
Lead and actioned by	Curriculum Manager/Business Programme Manager	
Meeting representation	Student, Parental representative, Personal Tutor, Learner Manager/ Apprentice Work Based Mentor, (parental representative if aged 16-18) Assessor, Business Programme Manager Administrator and (Head of High Needs if appropriate)	
Meeting to discuss	• Review targets of SS2 (if not escalated direct to SS3). • Explore issues causing the concerns. • The seriousness of the meeting. • Set SMART targets to address the concerns. • Agree a review date of the targets and progress.	

What to record	**Where**	**By Who**
Request for SS3 sent to College Admin from the LM/BPM, where College Admin will arrange the meeting.	-	CM/BMP/College Admin
Email confirmation of the meeting to be sent to the student and parent/ apprentice and employer (parental representative if apprentice is 16-18?)	ProSolution Messages	College Admin
Meeting to be minuted by College Admin and minutes uploaded, as well as targets and date set in meetings function.	ProMonitor Uploaded Document and ProMonitor Meetings	College Admin
Update support stage badge.	ProMonitor Risk Indicators	College Admin
Inform Head of High Needs, if the student has an EHCP.	ProMonitor Comments	College Admin

Review
The Learner Manager/Head of Area/Business Programme Manager will review the targets with the student by the review date (normally 2-3 college weeks). If the student has met the targets of the SS3 then the support stage will be deescalated to no level of support stage (unless the relevant manager feels it should be descaled to SS2/1) if the student has not met the targets this will be escalated to a SS4.

What to record	**Where**	**By Who**
Update support stage badge	ProMonitor Risk Indicators	College Admin

Mark the meeting as completed, giving a brief outcome of the meeting. Including any notification through to the Head of High needs if the student is a EHCP student.	ProMonitor Meetings	College Admin

Support Stage 4

Stage four will be implemented when there is concern the student/apprentice is finding it challenging to meet the requirements of the course, and the actions agreed in stage one/two/three have not been met. A stage four meeting may also be called if there is a significant behavioural or progress concern that is putting their place at college at risk. The Assistant Principal//head of area/will be asked to attend the meeting to support the student/apprentice in maintaining their place at Telford College and will chair the meeting. Minutes of the meeting will be taken by an administrator.

Criteria

Type including frequency and volume
Not meeting targets of support stage 3
Major Physical violence
Stop and search with items found which have significant concerns.

Actions and Process		
Lead and actioned by	Assistant Principal or Head of Area	
Meeting representation	Student, Parental representative, Personal Tutor, Learner Manager, Assistant Principal, Administrator and (Head of High Needs if appropriate) / Apprentice, work-based mentor (parental representative if aged 16-18), Assessor, Business Programme Manager, Assistant Principal, Administrator (Head of High Needs if appropriate)	
Meeting to discuss	• Review targets of SS3. • Explore issues causing the concerns. • The seriousness of the meeting, informing all parties' permanent. exclusion from college is a possibility. • Set SMART targets to address the concerns. • Agree a review date of the targets and progress.	
What to record	**Where**	**By Who**
Request for SS4 sent to College Admin from the LM/BMP/AP, where College Admin will arrange the meeting.	-	College Admin
Email confirmation of the meeting to be sent to the student and parent/apprentice and Employer parental representative if apprentice is 16-18?)	ProSolution Messages	College Admin
Meeting to be minuted by College Admin and minutes uploaded, as well as targets and date set in meetings function.	ProMonitor Uploaded Document and ProMonitor Meetings	College Admin
Update support stage badge.	ProMonitor Risk Indicators	College Admin

Review		
The Learner Manager/Head of Area/Business Programme Manager will review the targets with the student/apprentice by the review date (normally 2-3 college weeks). If the student/apprentice has met the targets of the SS4 then the support stage will be deescalated to no level of support stage (unless the relevant manager feels it should be descaled to SS3/2/1) if the student/apprentice has not met the targets final decision from the AP will be sought if to permanently exclude the student/Apprentice		
What to record	**Where**	**By Who**
Update support stage badge	ProMonitor Risk Indicators	College Admin
Mark the meeting as completed, giving a brief outcome of the meeting.	ProMonitor Meetings	College Admin

Exclusion

Where all other support mechanisms have been exhausted and the student/apprentice has not engaged with the process, and/or that following an incident where significant potential harm to others is a high possibility the Assistant Principal or the Executive Leadership Team may agree that the student should be permanently excluded from college.

The decision to permanently exclude a student/apprentice will need communicating to the student/apprentice, this can be through their SS4/SS4 Review meeting with the Assistant Principal or in writing to the student/apprentice where the student/apprentice is not engaging with the college to attend a meeting or if involved in an incident where it would be detrimental to invite the student/apprentice onto college campus.

Action/What to record	Where	By Who
College ID badge to be taken from student/apprentice	In meeting	AP/CM/BPM
Letter of exclusion to be emailed to the student/apprentice and parent (if under 18).	ProSolution Messages	College Admin
Exclusion and reason to be added (where not sensitive).	ProMonitor Comments	College Admin
Withdrawal Change request to be processed.	ProSolution Change Request	Learner Manager/ Head of Area

It is important to ensure that the letter includes who to contact for appeals against exclusion procedure.

All appeals would be emailed to appeals@telfordcollege.ac.uk or in writing to College Admin – Appeals at the college, this must be received within 5 working days of the date of the letter. Upon receipt, the appeal will be passed to a senior manager to review. A meeting may be held with the student/apprentice who has made the appeal. Outcome will be communicated within 10 working days from date of the appeal, unless additional investigation is needed.