



POSITIVE BEHAVIOUR POLICY

Approved by Corporation Board

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1. Purpose

Our primary purpose is for people to enjoy their time with us, pass exams and qualifications, and go on to do bigger and better things. Our vision is to be a place that people trust, a place where people are inspired to fulfil their potential. We want you to have the best possible College experience, therefore we have a range of services and resources to help you succeed.

At Calderdale College, we are with you all the way, offering support in and out of the classroom, assisting with study, revision, and organisational skills.

Calderdale College recognises that it has a legal and moral duty to provide a safe and secure learning environment for its students, staff and visitors. Mutual respect and tolerance should be encouraged and supported amongst the whole College community. A College-wide commitment to improving behaviour will lead to greater student engagement, better support for staff and fewer incidents of negative behavior. It is vital that we recognise and celebrate the achievements of our students to create an environment that encourages and rewards success.

Our approach is based on strong evidence, showing that encouragement and reinforcement of positive actions are more effective in changing and improving behavior than focusing primarily on punitive measures.

This Policy aims to enable:

- Promotion of positive behavior
- Appropriate challenging of negative behavior
- Positive reinforcement and mutual respect
- A consistent approach
- Clarity of roles and responsibilities
- High expectations
- Effective sanctions
- A calm, productive, and safe learning environment

2. Scope

This Policy applies to all members of the College community. It covers all behavior issues arising within the College and/or whilst engaged in College-related learning or activities. This Policy requires everyone to play a part, leading to:

- Empowerment for staff and improvement in staff wellbeing
- Collaborative working and shared values
- Improved communication and sharing of information

- Consistent practice across faculties
- Reduction in higher-level disciplinarys
- Increased retention and student satisfaction

Please note, for cases of academic misconduct, individual Examination Board Regulations can dictate specific actions for that Exam Board/Higher Education (HE) programs. In following this policy and procedure, both this document and the relevant Examination Board/HE regulations should be referred to.

3. Professional Expectations

The College has set out clear Professionals Expectations. All students and staff are expected to adhere to these values and display professional behaviours at all times.

All students at the point of enrolment will agree to the Professional Expectations.

Our Professional Expectations are aligned with the College’s Strategic Plan:

- People:** We are professional and ready to work and learn. We are inclusive, respectful and celebrate diversity
- Place:** We love our College, support our community, and give everyone the opportunity and freedom to thrive.
- Prosperity** We are ambitious and proud of our goals; we are resilient, foster growth and celebrate success for our students and staff.
- Partnerships:** We build positive relationships and work collaboratively to achieve our shared goals.
- Performance:** We develop technical & academic excellence and are committed to the continual development of all students and staff.
- Planet:** We pledge to play our part in tackling the climate emergency by reducing our carbon footprint and reaching our sustainability goals.

4. Behaviour Policy Management Stages

4.1 Fixed Term Exclusion of a Student

Cooling off periods can be allowed after one-off incidents which do not pose an ongoing risk. Cooling off periods should last for a maximum of 48 hours, unless there is a risk of harm to student or others. All suspensions should be logged in student comments on ProMonitor using the suspension form.

Student fixed term exclusions can be agreed at Curriculum Area Lead (CAL) or Duty Manager level for a maximum of 48 hours unless there is a risk of harm to student or others.

Please note: If fixed term exclusions are not correctly reported, the student is officially 'missing from education' therefore ALL fixed term exclusions should be logged on ProMonitor under an exclusion meeting and a comment added for the attention of 'support'.

When students return to College or online learning they must meet with their Enhance Coach/ Tutor / CAL who will discuss the events leading to the cooling off period and agree any appropriate further actions.

Parents/Carers must be informed for any student under 18 years of age being sent home or being suspended. In the case of a request to suspend vulnerable students (e.g. students with an EHCP, Looked After Child, Young Parents, Young Carers, those working with the Youth Justice Service, Care Leavers) for more than 24 hours, a Scrutiny Panel, chaired by the Head of Student Services, and in the presence of the Safeguarding Manager, should be requested. This must be requested via the suspension request form.

4.2 Stage 1 – Partnership Cautions

Aim: The Partnership Caution should be student-led with opportunities for reflection; the ProMonitor template is structured to support this discussion. It is an opportunity to consider the impact on themselves, their learning, and the wider impact on others.

The desired outcome is that the behavior will not be repeated because the student has understood the consequences without punitive measures. Agreed actions should be recorded to support the student.

Who Should Be Present:

- The Student
- Staff issuing a coaching caution
- Student Advocate, if requested (always offered)

Who Can Issue Them: Partnership Cautions can be issued by Coaches, Curriculum Tutors, and should be recorded on ProMonitor.

What Needs to Happen:

- Students MUST be present when they are issued with any sanction and they must be aware of the appeals process.

- Students are given the opportunity to reflect upon their undesirable behaviors.
- Students are supported to agree on specific actions, which are reviewed on a given date.
- Staff record on ProMonitor in the meetings section and add a comment to alert relevant staff.
- Student is sent a letter detailing the level of disciplinary action, appeals process, and information on how to get support.
- Parents/carers/guardians and/or external agencies are informed by phone call, email, or letter.
- Once 2 coaching cautions have been issued, any following misdemeanours will be dealt with at the Formal Warning stage.
- If required, referrals should be made for further support to appropriate external agencies for specialist support or Student Services for in-college support or signposting.

4.3 Stage 2 - Formal Warning

Aim: The purpose of the Formal Warning is to clearly indicate the nature of the behavioural change that is required and outline any behaviour that would automatically trigger a request for an Inclusion Panel, which may result in exclusion from the College.

Who Should Be Present:

- The Student
- Curriculum Area Lead or Head of Faculty and Student Services staff
- Curriculum Support to take minutes
- Student advocate, if requested (always offered)
- Parents/Carers/Guardians (always invited)
- Support Agencies, where appropriate (always invited)

Who Can Issue Them: Formal warnings can be issued by Curriculum Area Leaders (CALs), Heads of Area, and should be logged on ProMonitor.

What Needs to Happen:

- Students **MUST** be present when they are issued with any sanction and they must be aware of the appeals process.
- All Final Warnings should offer support to improve and not be issued for minor classroom management issues.
- The full offer of support should be clearly communicated with the student and parent/guardian and documented on ProMonitor.
- Students are given the opportunity to reflect upon their undesirable behaviors.
- Students are supported to agree on specific actions, which are reviewed on a given date.

- Students should be informed that the Final Warning has a duration of 3 months, after which this can become 'spent' and that all warnings will remain on the student's record after the end date (spent), for the remainder of the academic year.
- Student sent a letter detailing the level of disciplinary action, appeals process, and information on how to get support.
- Parents/carers/guardians and/or external agencies are informed by letter.
- Staff record on ProMonitor in the meetings section and add a comment to alert relevant staff.
- If required, referrals should be made for further support to appropriate external agencies for specialist support or Student Services for in-college support or signposting.

4.4 Stage 3 - Inclusion Panel

Aim: The Inclusion Panel is responsible for deciding the outcome of Stage 3 behaviour issues where the desired improvements have not been made following an intervention programme; or deciding the sanction for a behaviour that meets the threshold for gross misconduct. The process is an opportunity to engage the student and reinforce the positive. It is important to give the student a chance to reflect on how they can improve and have their voice heard.

The Student Services team will work collaboratively with Heads of Faculty and Curriculum Area Leads as part of the decision-making process on whether fixed term or permanent exclusion is the final decision. There is a strategic drive within Halifax and West Yorkshire to reduce suspensions and exclusions.

The Inclusion Panel will consist of a member of the Head of Student Services, relevant Head of Faculty, and one other independent member. In the event of the Head of Student Services or relevant Head of Faculty being unavailable, another Head of Faculty will be invited to attend.

In serious cases where it is not appropriate for a member of the College staff to be present, an external Chair may be appointed. The purpose of the Inclusion Panel is to review the behaviour of the student and assess the likelihood of change and improvement. The outcome could result in fixed term or permanent exclusion from the College.

Who Should Be Present:

- The Student
- Panel members (at least three) It will be desirable that the chair is the Head of Student Services whenever possible.
- Student advocate, if requested (always offered)
- Parents/carers/guardians (always invited)
- Support agencies, where appropriate (always invited)
- Curriculum Support to take minutes

Who can refer to the Inclusion Panel: Referrals to the Inclusion Panel can be made by Curriculum Area Leaders (CALs) and Heads of Faculty (HOFs). All referrals must be approved by the Head of Student Services.

What needs to Happen:

- A Hearing should take place within 10 College days from the point of request.
- Students will receive at least 3 days' notice of the hearing.
- Students MUST be present when they are referred to the Inclusion Panel and they must be aware of the appeals process.
- Should a student fail to attend two consecutive Panel dates, the College reserve the right to convene the Panel in the absence of the student.
- Students should be informed that the Inclusion Panel could lead to fixed term or permanent exclusion from the College.
- Students are given the opportunity to reflect upon their undesirable behaviours and present their case.
- The Panel will consider all available evidence and the student's history of behaviour and interventions.
- The evidence for exclusion should be presented by the CAL or Designated Investigating Officer.
- Before the Hearing, any associated statements or information (including CCTV where appropriate) will be provided to the Chair in advance. It is the Chair's decision as to their use in the hearing.
- The Panel will have the opportunity to ask questions of staff and student.
- The student, with agreed assistance from their advocate(s), will have the opportunity to present their case against exclusion, including any mitigating circumstances.
- The Panel will then withdraw to make its decision. It can recall either party to seek any points of clarification. The Panel may choose to discuss resolution directly with the student.
- In making its decision, the Panel will work to the criterion of reasonable probability rather than the weight of the evidence required in a legal court (beyond all reasonable doubt).

- Possible outcomes may be:
 - The student is able to remain in College - options include remaining on current programme; request to transfer to alternative programme; or complete remainder of course via remote learning, where this is possible.
 - Exclusion for remainder of academic year
 - Exclusion for remainder of academic year and following three years.
 - Permanent exclusion
- The student will be sent a letter detailing the outcome of the Inclusion Panel, appeals process, and information on how to get support.
- Parents/carers/guardians and/or external agencies are informed by letter.
- Staff record on ProMonitor in the meetings section and add a comment to alert relevant staff.
- If required, referrals should be made for further support to appropriate external agencies for specialist support or Student Services for in-college support or signposting.

Point to Note - The Panel may choose to refer students to appropriate advice and guidance services or access additional positive intervention services and / or issue a behavioural contract.

4.4 Inclusion Panels of students with EHC Plans

When an exclusion is considered appropriate, this decision must be made in partnership with the Local Authority and subject to an emergency EHCP review. An exclusion can only be considered when all possible reasonable steps to avoid exclusion have been exhausted. If there is clear evidence that all possible reasonable steps have been taken and an exclusion is still assessed as appropriate, then:

- An emergency EHCP review must be called prior to the student being excluded.
- Evidence must be presented to show what reasonable steps have been taken to avoid exclusion.
- Evidence that the behaviour the student is being excluded for is not part of their disability.

5. Safeguarding

5.1 Students who pose a risk to themselves or others may be placed on a fixed term exclusion from College pending further action / formal hearing, with agreement from the HOF or The Head of Student Services. During the period of fixed term exclusion an investigation will be carried out into the alleged offence. The Hearing must take place within **10 college days of the exclusion / incident**.

5.2 During the fixed term exclusion period, the student will:

- Only attend College for a specific meeting arranged by the member of staff in charge of the investigation;
- If necessary, statements can be taken over the phone or received by e mail;
- Continue to complete and submit work electronically where possible;
- Not seek to contact anyone else involved in the investigation.

5.3 Wherever possible, excluded students should be offered online learning materials to support them to continue their education.

5.4 All students who are excluded should receive a welfare call from an Adviser within 24 working hours of the exclusion and a leaflet detailing local support agencies should be included in the letter to parents.

5.5 All fixed term exclusions must be communicated to the student and parents/carers by phone call and must be confirmed in writing within 2 days of the exclusion if it is likely to be longer than the 'cooling off period'. All factual information and actions taken relating to the exclusion should be recorded on ProMonitor for the attention of all relevant staff.

5.6 Fixed term exclusion due to police investigation into criminal or high-risk behaviours

Students may be placed on a fixed term exclusion without prejudice if they are being investigated by the Police for a crime that is judged to have a potential harmful impact on students or staff in College.

A fixed term exclusion may also be applied if the College becomes aware of behaviour that opposes our values, or brings the College into disrepute. If the College becomes aware of any criminal activity (either in College or not), we have a duty to report this to the Police.

Examples of such high-risk crimes/behaviours would include any safeguarding matters involving abuse or criminal behaviour targeting children or vulnerable adults; sexual assaults and rape; crimes that are relevant to the programme of study (e.g. IT based fraud or misuse by an ICT student); crimes of violence; and hate crimes. This list is not intended to be exhaustive and the decision should be taken after assessing the potential risk to those in the college environment and to the student in question.

The decision to exclude must be taken in consultation with the Head of Student Services and the Designated Safeguarding Lead.

A fixed term exclusion is to protect the student and others and will be reviewed once the outcome of the Police investigation is known, or we are informed by Police that the risks are no longer in place. Wherever possible, the suspended student should be allowed and supported to complete their programme of study (study at home, planned tutorial meetings, etc.). This will not always be possible if the matter arises early in the academic year. Each case will be assessed on an individual basis.

6. Enrolment Scrutiny Panel Hearings

- 6.1 When a student has been issued with a fixed term exclusion (e.g. rest of academic year), they may apply to study at Calderdale College once this period of time is over. Before their application is processed, an Enrolment Scrutiny Panel Hearing will take place. This Panel will assess the suitability and readiness of the student to continue their education with us. The Panel will consist of the Head of Student Services and the HoF or CAL of the course applied for.
- 6.2 Where a student has been subject to a fixed term exclusion and the College has evidence of further misdemeanour either at college or elsewhere, a risk assessment will be completed. Where the outcome of the risk assessment is that the student is 'high risk', it is not necessary to convene a Panel. At this point the application can be refused along with an extension to the fixed term exclusion or issuing of a permanent exclusion.
- 6.3 A Panel may be convened if further discussion is needed to consider an extension to the fixed term exclusion or issuing of a permanent exclusion. The outcome will be communicated within 7 days of the decision being made.
- 6.4 The Panel's decision may be appealed based upon the submission of new evidence or evidence of procedural irregularities.

8. Appeals

8.1 Appeal against a Formal Warning

Students who wish to appeal against the issuing of a Formal Warning must appeal in writing to The Head of Student Services stating their reasons.

Appeals against a Formal Warning will be considered by the Head of Student Services and the Head of Faculty from another curriculum area, who may decide to review the evidence in a formal meeting attended by the student, parent/carer or advocate and the course tutor. Members of the Student Services management team and/or the safeguarding team may need to be involved at this point. The student will be informed of the decision by e mail or in writing.

8.2 Appeal against Exclusion, Withdrawal or Enrolment Scrutiny Panel Decisions

In the case of any appeal against Withdrawal, Exclusion, and Enrolment Scrutiny Panels the student will need to apply in writing to the Principal within 10 working days of being notified of the outcome.

The appeal will need to set out reasons why the exclusion is unfounded or unjustified. Grounds on which an appeal will be considered are the submission of new evidence or evidence of procedural irregularities.

The Principal will review the Panel's decision and decide whether there are grounds for an appeal hearing to be held. The student will be informed of that decision by email or in writing.

If the decision is that the appeal is justified due to the submission of new evidence or claimed procedural irregularities, an Appeal Panel will then be convened and chaired by a member of the Senior Leadership Team.

The procedure for the hearing is set out below:

- Only witnesses and documents identified to the Chair in advance of the hearing will be referred to during the hearing itself.
- The student or their advocate will be invited to state the grounds of their appeal.
- The Panel will have the opportunity to ask questions of the student or their advocate.
- The Chair of the original panel will then present their case.
- The Panel will have the opportunity to ask questions of the chair of the original panel.
- Both sides will have the opportunity to summarise their cases.
- Both sides will withdraw from the hearing, leaving the panel to deliberate in private. The panel can recall either side to seek points of clarification.
- The panel will normally inform the student of their decision by phone call followed by a letter sent within 5 working days.

9. Conclusion

- 9.1 This Positive Behaviour Policy aims to create a supportive and productive environment for all members of the College community. By focusing on positive reinforcement, mutual respect, and clear, consistent procedures, we aim to improve student behavior, engagement, and success.
- 9.2 All staff and students are encouraged to work together to uphold the values and expectations outlined in this policy.

10. Policy Review

Review Date	Reviewed by:	Initial Approval by:	Final Approval by:	Next Review Date:	Review Period
June 2025	Curriculum, Quality & Standards Committee	Senior Leadership Team	Corporation Board	July 2025	1 year

Change(s) Made	Reason for Change
New Policy	To align to new Professional Expectations

11. EQUALITY IMPACT ASSESSMENT

Initial Assessment Conducted by:	Date:	Final/Approved Assessment Conducted by:	Date:
Head of Student Services	June 2024	EDI Co-Ordinator	July 2024

12. PUBLICATION

Audience:	Published:
Staff	Staff Internet
Students	Moodle / Student App College Website

