

## **Positive Behaviour Policy & Procedure**

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## 1. INTRODUCTION

- 1.1 At Hugh Baird College, we champion a culture of positive behaviour, built on mutual respect, understanding, and aspiration. Our approach focuses on reinforcing positive choices, celebrating success, and helping students learn from setbacks, all within a supportive and inclusive environment.
- 1.2 This policy and its associated procedures are designed to ensure that any behavioural concerns are addressed fairly, consistently, and compassionately. Our aim is always to engage students in reflection and growth, rather than punitive action.
- 1.3 The **Positive Behaviour Policy** underpins our wider mission to prepare learners for life beyond college, as confident, respectful, and responsible citizens. It reflects our core expectations, known as the ABC policy:
- Attend punctually
  - Behave appropriately
  - Commit fully
- 1.4 Alongside these are ‘the SIX’, key attributes we expect every learner to model and develop:
- Ambitious
  - Aware
  - Respect
  - Resilience
  - Tolerance
  - Social Responsibility
- 1.5 This policy encourages learners to:
- Show awareness and respect for others and the college community.
  - Take ownership of their behaviour, choices, and contribute to a safe and supportive environment
  - Build resilience and tolerance through restorative approaches, including mediation, reflection, and positive re-engagement
  - Develop the professional conduct and mindset that supports both academic progress and employability

This framework promotes a safe, inclusive, and high-expectation culture, enabling students to thrive both personally and professionally.

- 1.6 When a student's behaviour or engagement falls below expected standards, and appropriate support and intervention have been provided, formal action may be required. This can include restorative plans, behavioural contracts, or in serious cases, suspension or exclusion.
- 1.7 For students facing barriers due to academic, personal or emotional challenges, our response will prioritise support over sanction, and we will always seek to understand the context of behaviour before taking formal steps.
- 1.8 We adopt a whole-college trauma-informed approach, recognising that Adverse Childhood Experiences (ACEs) can affect behaviour, regulation, and engagement. Our staff are trained to respond with empathy and professionalism, using inclusive strategies to rebuild trust, re-engage learners, and encourage progress.
- 1.9 In specific cases, the Fitness to Study Policy may also be applied if wellbeing concerns significantly affect a student's ability to meet expectations.
- 1.10 Restorative practice is central to our model, it encourages reflection, responsibility, and reconciliation. It supports students not only in their personal development but also enhances employability, by helping them build communication skills, emotional intelligence, and resilience, qualities essential in the workplace and beyond.

## 2. PURPOSE

2.1 The **Positive Behaviour Policy** sets out a clear, restorative framework that enables all members of the College community to thrive.

2.2 The purpose of the policy is to:

- Promote a fair, consistent and compassionate approach to setting and upholding high standards of behaviour
- Create a safe, respectful, and inclusive college environment where students and staff feel valued and supported
- Foster a culture of positive choices, mutual respect, and personal growth that encourages learning and wellbeing
- Develop students' awareness of expectations that prepare them to be responsible citizens and confident professionals
- Provide a transparent guide to how the college responds to different levels of behavioural concern, always beginning with prevention, intervention, and support

2.3 This policy provides clear guidance for both students and staff to promote shared understanding of what is expected in terms of behaviour, conduct, and academic engagement. It aims to:

- Encourage students to achieve and maintain positive conduct and personal responsibility
- Support staff in applying expectations consistently and fairly

- Ensure that when difficulties arise, responses are proportionate, supportive, and focused on learning from the experience

2.4 The most effective way to support positive behaviour is through the early and informal resolution of issues. Minor incidents or low-level disruption should be addressed proactively and supportively using the ABC Policy:

- Attend punctually
- Behave appropriately
- Commit fully

2.5 When learners are consistently challenged in a respectful, timely and constructive manner, the need for formal intervention is greatly reduced. All college staff are responsible for promoting these expectations and for modelling positive behaviour. The consistent use of this policy contributes to improved behaviour, stronger engagement, and increased learner retention and success.

2.6 Restorative practices are a key component of the college's positive behaviour approach. These include open dialogue, reflective activities, workshops and structured restorative conversations.

2.7 Restorative processes aim to:

- Help learners reflect on the impact of their actions
- Offer opportunities to repair harm and rebuild trust
- Encourage ownership, empathy, and growth through accountability

2.8 By engaging in restorative practice, students learn to navigate conflict, take responsibility, and develop the interpersonal skills needed for success in college, work and life.

### **3. SCOPE**

3.1 This Positive Behaviour Policy and its associated procedures apply to all learners at Hugh Baird College, regardless of programme type, level or mode of study. This includes students who are full-time, part-time, adult learners, and apprentices. The policy covers all learning environments and interactions, including but not limited to:

- On-site at the College
- Off-site at community venues, placements, events or employer premises
- Work experience
- Travel to and from college
- Online and digital platforms
- College-organised trips, visits or extracurricular activities

3.2 This policy is designed to be used when behaviour concerns arise on college premises or during any college-related activity, whether face-to-face or online. Where incidents occur outside of college but are directly linked to a student's engagement with the college, including

their peers, tutors, placements or community reputation. The College retains the right to address these under this policy, where appropriate and proportionate to do so.

- 3.3 This supports our commitment to maintaining a safe, respectful and professional learning environment, both in and outside of college.
- 3.4 Students enrolled at Sefton Sixth Form College will follow a tailored behaviour procedure specific to that provision. See Appendix 3 for details.
- 3.5 This policy also applies to Higher Education (HE) learners studying with us. In cases where students are on programmes validated or delivered in partnership with, HE institutions, the College will also adhere to the policies and procedures of the awarding university or institution, ensuring consistency and shared expectations.

#### **4. PROCEDURE**

- 4.1 All staff are expected to proactively address behaviour that does not align with our ABC policy and ‘the Six’ qualities.
- 4.2 All incidents of behaviour that do not align with the ABC policy, challenge the learning environment, or our community expectations should be documented providing a focus on context and potential impact.
- 4.3 During the first six weeks of the programme staff will follow the informal warning process, known as notice of concern (NoC) unless the behaviour is classed as serious or gross misconduct. After this point the positive behaviour process moves to the stage process.
- 4.4 Behaviours will be recorded in terms of their impact and seriousness:
  - low-level (stage)
  - persistent/impactful (serious) or
  - significant or harmful (gross misconduct)
- 4.5 In cases where a bullying concern is raised and/or safeguarding risks are identified, a student may be suspended as a neutral, precautionary measure, while the matter is investigated. This is not a judgement of guilt, but a step to ensure the wellbeing of everyone involved.
- 4.6 When behaviour requires intervention, the curriculum team is responsible for initiating restorative action and, where necessary, following the process. Wherever possible, this includes restorative conversations, support strategies, and action plans. If formal action is required, decisions on the level of concern (stage, serious, gross) will be made by the curriculum area in line with college guidance.
- 4.7 If a concern about behaviour or academic performance is identified, the student will receive appropriate guidance and support to help them meet expectations. Our priority is to help students reflect, re-engage, and make positive changes. This may include:

- Targeted action plans
- Restorative conversations
- Academic or pastoral support
- Mediation or mentoring

- 4.8 At all formal stages of the disciplinary process, students have the right to:
- Be clearly informed of the reasons for any formal meetings
  - Hear the evidence or concerns raised
  - Present their perspective, reflections, and context
  - Be accompanied by a parent/carer, friend, or appropriate advocate (not a legal representative)
- 4.9 All restorative interventions must be clearly recorded, and all relevant parties (including the student) must be informed, in writing, about the outcome and next steps.
- 4.10 A restorative meeting will be arranged within 10 working days of a suspension by the suspending manager, involving the student and their parent/carer. The meeting will focus on re-establishing expectations, setting goals for improvement, and exploring support available.
- 4.11 If a student cannot attend the meeting and provides a timely valid reason, efforts will be made to reschedule, where appropriate. If the student does not turn up for the meeting or cancellation offers no explanation or is without good reason, the meeting may go ahead in their absence. The decision will be made based on available evidence. The decision to reschedule will remain at the discretion of the chair.
- 4.12 We recognise that some students may face barriers in fully understanding or engaging with formal processes. For learners with inclusion needs, such as those with learning differences, English as a second language, or communication difficulties, the College will make reasonable adjustments to ensure fair treatment. This includes:
- Adapting the language used in written communication
  - Offering materials in alternative formats or languages
  - Providing additional guidance at meetings
  - Taking into account how well the student has been supported to understand college expectations (e.g., the ABC behaviour code and the SIX attributes)
- 4.13 If a suspended student is under the age of 18 years old, or a vulnerable adult, parents or carers must be informed before the student is asked to leave the site. A formal suspension letter outlining the reason and next steps will be sent within 24 hours.
- 4.14 Suspensions may only be authorised by members of Principalship, Assistant Principals, Directors, or Heads of Department, and only after a review of circumstances and risks (see Appendix 2).

- 4.15 Progress Coaches and teaching staff will provide ongoing support throughout the process. If improvements are not made after agreed support, the matter may progress to the significant stage.
- 4.16 Only Assistant Principals or Directors have the authority to initiate a permanent exclusion. A report describing the circumstances, restorative actions attempted, and evidence of impact must be submitted to the Quality and Learning Services Administrator. For complex or unclear cases, an independent review will be commissioned by the Director and overseen by the Assistant Principal for Student Experience.
- 4.17 Where permanent exclusion is being considered and the student is under 18 or a vulnerable adult, the manager must inform the parent or carer directly by phone, followed by a formal letter of confirmation.
- 4.18 Every student has the right to appeal a permanent exclusion. Appeals will be reviewed by a panel who are independent of the original decision. The appeal will be heard by a member of the Principalship, Assistant Principal(s) or Director(s).
- 4.19 Disciplinary warnings will typically remain on a student's file for the duration of their course, unless agreed otherwise as part of a review or improvement plan.
- 4.20 To protect the privacy and integrity of all participants, electronic recordings of disciplinary meetings are not permitted by students or those accompanying them.
- 4.21 Students progressing internally who are subject to a four-week behaviour contract are expected to fully engage with the support offered. If the agreed expectations are not met within this period, the College may proceed directly to a final stage warning or exclusion, depending on the severity and context of the situation.
- 4.22 Where a student misses a scheduled exam or assessment without valid reason, the College reserves the right to:
- Apply appropriate parts of the disciplinary process
  - Request repayment of exam entry costs, if incurred as a result of the non-attendance
- 4.23 The Assistant Principal for Student Experience, Head of Student Services or Head of Personal Development act as a key point of contact for advice, support, and oversight in all suspension and exclusion cases, ensuring a consistent and compassionate approach.
- 4.24 A Disciplinary Review Panel, including the Director of Quality, Head of Personal Development, Head of Student Services and Assistant Principal for Student Experience, will normally meet monthly to monitor the process and ensure the college maintains fairness, consistency, and learner-centred outcomes.
- 4.25 While the College follows this procedure in most cases, we retain the right to adapt the process in exceptional circumstances where it is in the best interest of the student or wider college community. All decisions will continue to uphold fairness, transparency, and consistency.

## 5. CONTEXTUALISED DECISIONS

- 5.1 At Hugh Baird College, we are committed to treating every learner with fairness, equity, and dignity. We recognise that every learner's journey is unique, and that personal, social, or emotional challenges, including trauma or disadvantage, can influence how individuals engage and behave.
- 5.2 Our positive behaviour approach is grounded in empathy, inclusion, and understanding. We consider the person, ensuring that no learner is disadvantaged or judged based on their background, lived experience, identity, additional needs, or barriers to learning. We are committed to promoting positive, restorative responses over punitive action, wherever possible.
- 5.3 Trauma-Informed and Relationship-Based Practice. We understand that Adverse Childhood Experiences (ACEs) such as grief, abuse, neglect, household conflict or mental health challenges can affect emotional regulation, trust, and behaviour. That is why we embed a trauma-informed, relationship-based ethos into all of our practice. This means we aim to:
- Create an environment where all students feel safe, respected, and supported
  - Prioritise trusting, consistent relationships as a foundation for success
  - Respond to behavioural challenges with curiosity, compassion, and care, not judgement
  - Build a strong sense of belonging and community
  - Make reasonable adjustments to meet learners where they are, not where we expect them to be
- 5.4 When challenges arise, we understand that students may sometimes struggle to meet expectations. When this happens, we don't focus on blame; we focus on listening, reflecting, and restoring. Our goal is to help learners understand the impact of their actions, rebuild trust, and move forward positively.
- 5.5 We engage students in restorative conversations, support plans, and reflection opportunities to help them re-engage and grow.
- 5.6 Formal disciplinary action, including suspension or exclusion, is only considered when:
- There is a risk to the safety or wellbeing of others or the learner
  - All reasonable and supportive interventions have been exhausted
  - The incident is serious enough to constitute serious or gross misconduct, and no restorative solution is appropriate

Even in these situations, we strive to ensure that students feel heard, understood, and supported, and that any decisions made are proportionate, fair, and rooted in our values.

## 6 STAGES OF DISCIPLINARY PROCEDURE

- 6.1 Normally the disciplinary procedures will be followed in the order of the stages set out in sections 7 (Noc) and 8 (stages). However, offences of a serious nature may be designated at a higher stage of the procedure, noted in section 9 and 10 (serious and gross), if an earlier stage would not be severe enough or appropriate; for example, there may be occasions when a disciplinary issue is considered to be so serious as to justify a final stage formal warning or even an exclusion.
- 6.2 Minor lapses from acceptable standards of discipline or academic performance may be dealt with by the student's teacher or personal tutor giving informal cautions, action records or corrective guidance. If the matter is more serious or if the student repeatedly ignores informal cautions/guidance or fails to achieve the targets set by tutors, the formal procedures will be used.

## 7. INFORMAL WARNING PROCEDURE (Notice of Concern, NOC)

- 7.1 At Hugh Baird College, we recognise that early, supportive intervention can often prevent more serious concerns. Before any formal disciplinary procedure begins, learners will have three clear opportunities to reflect and improve their behaviour by informal warnings issued by teaching staff. This is for the first six weeks of the programme.
- 7.2 The informal warning system is designed to:
- Encourage students to take responsibility for their actions
  - Offer timely feedback on behaviours that are not aligned with college expectations
  - Create space for restorative conversations between staff and students
  - Reduce the need for formal sanctions through proactive intervention

7.3 There are three opportunities to correct behaviour during the informal process before moving to formal:

Informal Warning	Actions	Record
First Informal Warning (NOC1)	The student is reminded of expectations in a calm, respectful discussion. Outcomes include cautions, actions to improve and next steps.	Pro Monitor, meeting type
Second Informal warning (NOC2)	Student is reminded of the previous discussion, and a short restorative conversation is held to explore why the behaviour continues. Teacher may involve a Progress Coach or Curriculum Lead/ manager. Outcomes include cautions and actions to improve	Pro Monitor meeting type.
Third informal warning (NOC3)	This third stage prompts a restorative conversation with the curriculum manager, learner, parent, carer present. A supportive action plan is issued with timescales.	Pro Monitor meeting type.

	Outcomes include cautions, actions to improve and next steps.	
Final informal warning (NOC4)	This final stage prompts a reflective conversation, and a short support plan may be put in place. Parents/carers may be contacted depending on the concern. Outcomes include cautions, actions to improve and next steps.	Pro Monitor meeting type.

7.4 Rather than purely punitive, these early interventions promote accountability, awareness, and positive change consistent with our college’s values of being Aware, Respectful, Resilient, Tolerant, Socially Responsible, and Ambitious.

7.5 Once a student has received three informal warnings, a formal Stage 1 behaviour meeting may be triggered in line with the Positive Behaviour Policy.

## 8. FORMAL PROCEDURES - Stages

Formal	Actions and consequences	Record
Stage 1	The student’s behaviour or academic performance continues to fall below the expectations after informal support has been offered Formal conversations are typically led by teaching staff or the relevant subject tutor and may lead to postponement of study by mutual agreement, formal warning letter, actions to correct behaviours, support through the comprehensive support offer in college or referral for external support.	Pro Monitor with SMART targets agreed to support the learner in making improvements. A copy of this plan is shared with the student and saved to their record.
Stage 2	If the student does not meet the targets set during Stage 1 or continues to experience difficulties in behaviour or academic engagement. Meetings are normally facilitated by the Progress Coach, the focus will be on reviewing the initial targets, identifying any barriers to success, and developing a revised support plan. Parent/ carer/ family will be informed. Outcome may lead to postponement of study by mutual agreement, formal warning letter, actions to correct behaviours, support through the comprehensive support offer in college or referral for external support.	Pro Monitor with SMART targets agreed to support the learner in making improvements. A copy of this plan is shared with the student and saved to their record. Parent/ carer/ family will be informed
Stage 3	If the student fails to meet the set targets or the College’s standards in other aspects of behaviour or academic performance. This meeting is typically led by the Curriculum Manager, with relevant staff and pastoral support involved. Parents/ carers/ families will be invited. Outcome may lead to postponement	Pro Monitor with SMART targets agreed to support the learner in making improvements. A copy of this plan is shared with the student and saved to their

	of study by mutual agreement, formal warning letter, actions to correct behaviours, support through the comprehensive support offer in college or referral for external support.	record. The outcome will be shared with parents /carers / families.
Stage 4	If the student has not responded to previous support or if new concerns arise that indicate a pattern of persistent disengagement or behaviour issues. This represents the final stage of formal warnings. Meetings are led by the Director, involve a full review of the student’s journey, behaviour, academic record and support history. Parents/ carers/ families will be invited. Outcomes may include withdrawal of place at college, final written warning, referral to alternative courses, support in college or external services	Pro Monitor with SMART targets agreed to support the learner in making improvements. A copy of this plan is shared with the student and saved to their record. The outcome will be shared with parents /carers / families.

8.1 There is no formal appeal process at stages 1-3, the outcome of stage four can be appealed as a final stage. Students are encouraged to contribute to their support plan and should request additional help if needed.

## 9. FORMAL PROCEDURES – Serious Misconduct

9.1 Serious misconduct refers to behaviour that disrupts learning, challenges the College's community standards, or cause concerns, but does not present an immediate risk to others. In such cases, a student may be escalated directly to serious misconduct stage of the Positive Behaviour process. Importantly, serious misconduct does not automatically lead to suspension. Our approach focuses on supporting students to:

- Understand the impact of their actions
- Repair relationships
- Rebuild trust
- Remain engaged in their education

Formal	Actions	Record
Serious Misconduct	A restorative meeting will be held to explore what happened, how those involved have been affected, and what steps the student can take to rebuild trust and demonstrate positive change. Serious Misconduct meetings can only be issued by a Curriculum Manager, Head of, Director, or Assistant Principal. The meeting may include relevant curriculum staff and progress coach. Outcomes may include withdrawal of place at college, final written warning, referral to alternative courses, support in college or external services	Pro Monitor with SMART targets agreed to support the learner in making improvements. A copy of this plan is shared with the student and saved to their record. Parents/carers/families are informed via phone and follow-up letter to support the student in partnership

## 10. FORMAL WARNING PROCEDURES – Gross Misconduct

10.1 In rare and exceptional cases where behaviour poses a serious threat to safety, significantly disrupts the College environment, or represents a breach of fundamental community values, the student may be investigated for gross misconduct. Gross misconduct will result in an immediate suspension as a neutral and precautionary measure while a formal investigation takes place. If the actions include violence, the director may exclude the student immediately. This ensures a safe environment for all and provides space to assess the incident thoroughly and fairly.

Formal	Actions	Record
Gross Misconduct	<p>Student will be immediately suspended or in cases of violence the student may be immediately excluded.</p> <p>Following suspension, the student will be invited to participate in the investigation process. An outcome decision will be made by a College disciplinary panel, with due consideration to the learner’s circumstances, the evidence presented, and the opportunity for the student to share their voice.</p> <p>There is no appeal to this decision.</p> <p>If a student is excluded, they may appeal this following the process below at <b>point 12</b>.</p>	Pro Monitor with details of the exclusion shared with parents /carers /families.

## 11. FITNESS TO STUDY

11.1 In some cases, students behave in such a way that their fitness to study is called into question. In these circumstances, a student must be interviewed by relevant Assistant Principal, Campus Principal, Director or Head of Personal Development to review the case and to determine the next appropriate steps. See Fitness to Study Policy for more information.

## 12. APPEALS

12.1 If a student wishes to appeal a disciplinary outcome, including a suspension or exclusion, they are encouraged to do so by writing to the Quality & Learner Services Administrator (Quality Office) within 10 working days of receiving their outcome letter.

12.2 Appeals can be made only on the following grounds:

- New or additional evidence has become available that could not reasonably have been submitted during the original process
- There are mitigating factors which were not known or considered at the time of the decision
- There is reason to believe that the proper procedure was not followed
- The outcome is considered disproportionate to the nature or context of the behaviour

- 12.3 Appeal hearings will be chaired by a senior leader not previously involved in the original decision, such as a member of principalship, an assistant principal, or a director from a different faculty or department. At least one other management colleague will join the panel.
- 12.4 Appeal hearings will be arranged as promptly as possible, usually within 21 working days of receiving the appeal request. Students will normally receive at least 5 working days' notice of the hearing date, time, and location, unless a sooner date is agreed by all parties.
- 12.5 During the appeal hearing, students will have the opportunity to explain their case in their own words and respond to the original decision. They are welcome to be accompanied by a parent, carer, employer, or trusted friend. Please note legal representation is not part of the college's internal appeal process.
- 12.6 The college representative who made the original decision will also attend to explain the rationale and evidence behind the outcome. Our aim throughout the appeal process is to maintain a restorative mindset, focused on understanding, reflection, and the potential for repair and learning.
- 12.7 Students will be informed of the Appeal Panel's decision in writing, normally within 7 working days of the hearing. The outcome of the appeal will be final.

### 13. **RE –Admission**

- 13.1 Exclusion will typically be for the duration of the academic year in which the students was suspended. Once the period of exclusion has been completed, if a student wishes to reapply to study at Hugh Baird College, they must be interviewed by a senior manager prior to their application being accepted. All letters from the disciplinary outcomes that recommended exclusion will make this process clear and the relevant curriculum director is responsible for ensuring an appropriate record has been placed on ProMonitor.

### 14. **OTHER ASSOCIATED POLICIES/DOCUMENTS**

This policy is also linked to the following other College policies:

- ABC Policy
- Equality, Diversity and inclusion Policy
- Fitness to Study Policy
- Student Code of Conduct
- Student Harassment Bullying and Hate Crime Policy

## APPENDIX 2 - HOW SERIOUS IS THE BEHAVIOUR?

### Informal Warning (NoC) x4

Before any formal warning is considered, students will typically be given up to four informal opportunities to reflect and improve their conduct or engagement. These will be issued in response to low-level concerns and logged supportively. If no improvement is shown after three informal warnings, or if the behaviour escalates, the student may enter the formal warnings, beginning at Stage 1.

#### Stage 1-4 \*\*

- Attendance
- Forgetting PPE
- Punctuality
- Low level disruption in class
- Lack of engagement in lessons
- No study materials
- Poor language in class
- Missing deadlines
- Unauthorised use of a mobile phone in the classroom
- Not wearing uniform
- Disruptive behaviour in classrooms
- Arguing with students
- Forgetting ID

#### Serious Misconduct \*\*

- Persistent non-compliance with behaviour expectations despite multiple interventions
- Inappropriate or offensive language or behaviour
- Repeated disruption of learning environments
- Misuse of mobile phones, social media, or college IT systems
- Smoking or vaping on campus
- Being in possession of unauthorised materials or substances (non-illegal)
- Disrespect towards staff or peers
- Minor damage to college property
- Breach of academic honesty (minor plagiarism, copying work)

#### Gross Misconduct \*\*

- Violence or aggressive physical conduct toward another person
- Possession or use of drugs, alcohol, or weapons on site
- Serious or repeated harassment, discrimination, or bullying
- Criminal activity on or off college premises that impacts the college community
- Theft or deliberate property damage
- Malicious use of digital systems or cyberbullying
- Bringing the College into serious disrepute
- Deliberate and dangerous breaches of safeguarding protocols
- Serious academic malpractice (fraud, impersonation, deliberate plagiarism)

#### Suspension

- Heads, Directors, Assistant Principals and Principalship are authorised to suspend students.
- Assistant Principal for Student Experience acts to provide support and guidance on suspending students to deliver consistency and reduce the risk of unconscious bias.
- Parents, carers must be contacted prior to the student being sent home due to a suspension.
- ProMonitor must be updated on the same day as suspension.
- Student should only be suspended for a maximum of 10 working days before the disciplinary meeting takes place.
- Whilst a student is suspended, they must have relevant work set by tutors with actions to return work to keep them on track. If students do not complete the work set this may count against them in the hearing.

#### Permanent Exclusion

- Directors, Assistant Principals, Vice Principals and Deputy Principal can permanently exclude students.
- For clear and obvious misconduct, a permanent exclusion can be made immediately.
- Director must contact the parents, carers via telephone and confirm on ProMonitor on the same day the student is excluded.
- Permanent exclusion letter or email sent to confirm.
- Where a student is suspended pending a hearing, Directors or Campus Principals can either:
  - Hold the hearing as set out in Appendix 2; or
  - In more complex cases, ask the Assistant Principal for Student Experience to assign an investigating officer from the managers authorised to permanently exclude.
- In both cases, a hearing and decision must be made within 10 days of the suspension.

## APPENDIX 2 - HOW SERIOUS IS THE BEHAVIOUR?

### Stage 1-4 \*\*

**Stage 1** - If a learner's behaviour or academic performance continues to fall below the college's expectations after informal support has been offered, a Stage 1 Formal Warning may be issued. This stage represents an opportunity for deeper reflection and intervention.

**Stage 1** formal conversations are typically led by teaching staff or the relevant subject tutor. Record STAGE 1 in meetings on ProMonitor

**Stage 2** - If a learner does not meet the targets set during Stage 1 or continues to experience difficulties in behaviour or academic engagement, a Stage 2 Formal Warning may be issued.

**Stage 2** meetings are normally facilitated by a Progress Coach. Record STAGE 2 in meetings on ProMonitor with SMART targets and review dates.

**Stage 3** - If a student who has received a stage 2 formal warning fails to meet the set targets or the College's standards in other aspects of his/her behaviour or academic performance, he/she will normally be given a Stage 3 formal warning.

**Stage 3** meeting is typically led by the Curriculum Manager. Record STAGE 3 in meetings on ProMonitor with SMART targets and review dates.

**Stage 4** - If the student has not responded to previous support or if new concerns arise that indicate a pattern of persistent disengagement or behaviour issues, a Stage 4 final warning may be issued. This represents the final stage of formal warnings.

**Stage 4** meetings are led by a director and involve a full review of the student's journey, behaviour, academic record, and support history. Record STAGE 4 in meetings on ProMonitor with SMART targets and review dates.

### Serious Misconduct \*\*

- Immediate meeting with Curriculum Manager / Head of Personal Development / Director / Assistant Principal who may find it appropriate to suspend the student.

- If suspended, parents, carers, sponsors or employer to be informed on the same working day and meeting arranged within 10 working days (see Gross Misconduct process).

- If the student is not suspended – (depending on the findings of initial investigation) the student will either be given a warning or if the student is cleared, no warning.

- If a warning is given, expectations for future behaviour agreed and actions planned with appropriate dates for follow-up confirmed.

- Disciplinary recorded, completed and confirmed in writing on the same day with action plan, tagging relevant staff

### Gross Misconduct \*\*

- Student suspended from college where further investigation is needed.
- Where clear Gross Misconduct has taken place, a Director or Assistant Principal can exclude immediately. In more complex cases, the Assistant Principal for Student Experience will assign an investigating officer.
- Students, Parents, Carers, Employer (where appropriate) informed of the suspension or exclusion.
- Disciplinary meeting with Director or Assistant Principal and a suspending manager or investigating officer to take place within 10 working days.

#### DISCIPLINARY APPEAL HEARING

- Director, suspending manager or investigating manager and appropriate parents, carers, employer to be present.
- Director explains process.
- Student conduct described.
- Director gives academic report.
- Student given opportunity to state their case.

#### NOT WITHDRAWN

- Final written warning.
- Expectations of future behaviour and time frames. Standard letter sent with agreed action plan within 3 working days.
- ProMonitor updated with outcome following meeting (within 24 hours).
- PD / PDC to monitor progress.
- Student conduct improves – no further action required.
- Student conduct does not improve – misconduct process followed.

#### WITHDRAWN

- Report produced within 2 working days by relevant manager.
- ProMonitor updated following meeting (within 24 hours), tagging PC / PDC / CM / tutors / MIS.
- Letter sent to student within 5 working days with right to appeal information.

### **APPENDIX 3** Sefton Sixth Form College: SCALE – A Restorative Approach to Support and Progress

At Sefton Sixth Form College, we are committed to nurturing students to achieve their full potential. When learners experience challenges in meeting our ABC expectations, we use the SCALE process to provide timely, structured, and supportive interventions.

#### ABC Expectations:

- Attend punctually
- Behave appropriately
- Commit fully

SCALE stands for Supporting Consistent Achievement, Learning & Engagement, and it is designed to re-engage learners, promote self-reflection, and restore positive learning habits through a fair and consistent process.

#### How SCALE Works: A Restorative Ladder of Support

##### Initial Reminder (Verbal Prompt)

- Issued by Personal Development Coaches in response to referrals from subject staff.
- A restorative conversation takes place and SMART targets are agreed to guide positive change.

##### Stage 1: Support Plan

- Initiated by Personal Development Coaches if concerns continue.
- Further support is discussed, new targets are co-created, and the learner is reminded of their potential and strengths.
- Focus is on collaboration, not correction.

##### Stage 2: Escalated Support

- Initiated by Directors.
- Parents/carers are informed, and a formal letter outlines the concerns and agreed targets.
- A review date is set, and additional wraparound support is offered, such as study skills, emotional wellbeing check-ins, or learning plans.

### Stage 3: Restorative Panel

- Initiated by the Campus Principal.
- Parents/carers are invited to a restorative meeting to explore underlying challenges and agree on a two-week support and monitoring plan.
- If the learner is unable to meet agreed commitments during this time, withdrawal from college may be considered — but only after every reasonable step has been taken to support engagement.

### Supportive Measures Available Throughout the SCALE Process

At every stage, learners are offered access to:

- Careers Information, Advice and Guidance (IAG)
- Emotional and wellbeing support
- Counselling and mental health support
- Mentoring and academic catch-up
- Subject staff liaison to tailor learning strategies

Please note: Sefton Sixth Form College uses this supportive SCALE framework for persistent low-level concerns. Incidents of serious or gross misconduct are addressed in line with the Hugh Baird College Positive Behaviour Policy and may result in immediate safeguarding actions and suspension if necessary.