Student Positive Engagement and Behaviour Policy, Guidelines and Procedures

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Review Date:	01/09/27
Version Number:	1.0
Effective Date:	01/09/25

Revision Log		
Version	Change Summary	Date

Contents

1.0 Purpose

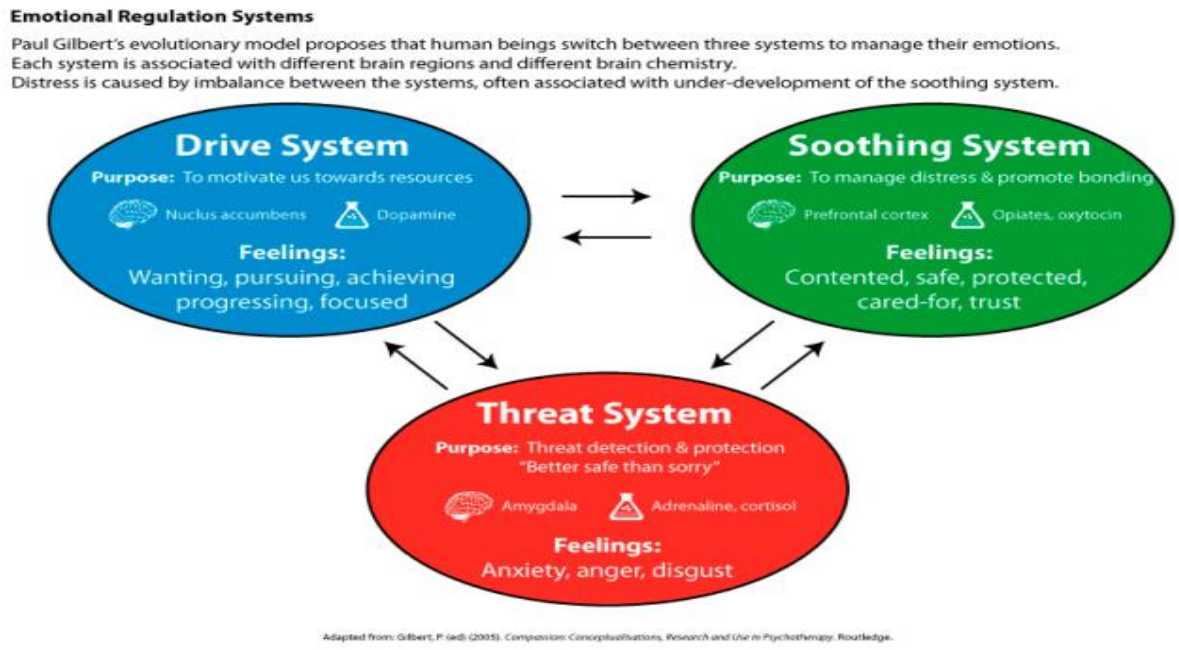
The purpose of this policy is to provide guidance and clarity regarding the college's approach to student engagement and positive behaviour. It sets out our high expectations regarding student behaviour and conduct and how to intervene where standards fall below our expectations to ensure a safe and productive learning environment for all members of The BCoT community.

1.1:

All staff working at BCoT must be committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to behave in a professional manner and maintain the highest standards of personal conduct. Everyone is expected to accept responsibility for their behaviour and encourage others to do the same.

It is recognised that some students will display behaviours which raise concerns and require intervention and behavioural support from staff to achieve their full potential.

It is important to understand why sometimes students present with challenging behaviours; Paul Gilbert talks about the three systems to manage emotions.



However, ongoing inappropriate behaviour such as unlawful discrimination, bullying, including cyberbullying, harassment, including sexual harassment or violence, or victimisation due to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation are behaviours that are not tolerated at BCoT and will therefore be subject to disciplinary procedures where behaviour support does not bring about the desired change.

2.0 Scope, aims and objectives

2.1:

The scope of this policy includes the whole college community including staff, students, parents, carers, employers, volunteers, and partners.

This policy concerns the engagement, behaviour support and discipline of students and apprentices (for the purposes of this policy students and apprentices will be referred to as students).

This policy applies when students are on college premises, on college transport or on college related activities off site. The college will also act where behaviour, including online behaviour, can be linked to the college and could bring the college into disrepute and/or endanger its staff and/or students.

Where provision is sub-contracted, the college will agree with the subcontractor, as part of the contract, whether we require the sub-contractor to carry out these processes on the college's behalf.

2.2:

The aims of this policy are to support students in achieving their full potential and eliminate all forms of inappropriate behaviour by:

- setting clear high behavioural expectations which are outlined in the Student Contract
- providing guidance about how to understand what causes disruptive behaviour and support students who give cause for concern without instigating undue sanctions
- recognising the difference between the need for support and the need for sanctions
- providing a clear framework for behaviour management in a supportive, firm, transparent and fair way
- raising awareness of what constitutes inappropriate behaviour, bullying, discrimination, harassment, and victimisation
- promoting a respectful environment where students feel safe, supported, and able to raise concerns about another person's behaviour
- challenging inappropriate or unwanted behaviour, ensuring that positive action is taken to establish an acceptable working relationship, where possible
- ensuring that in cases where behaviour constitutes a disciplinary offence or is illegal, appropriate action is taken through this process and in line with safeguarding guidelines as appropriate

2.3:

The objective of this policy is to prepare students for employment and recognise the relationship between the behaviour of students in college and successful transition to employment. The policy is built on the use of trauma informed approaches and restorative practice. The college expects students to: **be ready, be respectful, be safe.**

3.0 Responsibilities

3.1:

The **Assistant Principal** is responsible for overseeing the implementation arrangements of this policy.

Faculty Heads are responsible for leading and monitoring the implementation of this policy.

RAP tutors are responsible for leading on behavioural support aspects of the positive engagement procedure. It is their responsibility to provide early interventions, providing support, guidance, and advocacy for all students.

Designated Safeguarding Leads (DSLs) will support curriculum teams to implement appropriate support (including risk assessments and safety plans) where behaviours are risky and may place students in situations where they are at risk of harm. Any overall decisions relating to disciplinaries, withdrawal or exclusions remain with the Faculty Heads/Assistant Principal, but DSLs will provide information and advice to staff where appropriate.

The Transition Manager and the ECHP Co-ordinator will provide tailored, agreed upon, supportive interventions for funded High Needs Students. If a High Needs student is identified as being "at risk" the transition Manager and ECHP Co-ordinator need to be informed so they can offer support:

- exploring low attendance when due to complex SEN
- supporting progress in classes by eliminating barriers to learning in and around the classroom environment
- supporting positive behaviour in and around the college
- developing independence skills for wider life, learning and work to support preparation for adulthood
- attending meetings with the student where they have been referred through official college policies
- working with Pastoral and Curriculum teams around coordinated interventions
- referring to appropriate internal or external agencies for further support

Course Directors/Tutors will plan and implement strategies to manage student behaviours in the classroom in line with our student behavioural expectations., they will work collaboratively with pastoral teams to share behavioural concerns and support strategies for improvement. This will be recorded on Dashboard/Group Profiles.

Other Delivery Staff will plan and implement strategies to manage student behaviours in the classroom in line with our student behavioural expectations. They will work collaboratively with pastoral teams to share behavioural concerns and support strategies for improvement.

Staff who are required to support student behaviours as an aspect of their role are responsible for developing professional knowledge regarding Trauma Informed approaches to behavioural support and intervening to support positive behaviours to meet our high expectations as required. Internal CPD and training opportunities will be offered to support relevant staff to do so. Staff are responsible for providing support to students and apprentices in line with the principles and guidelines outlined in this policy.

4.0 Definitions

4.1 **Positive engagement**: Behaviour that leads to the best possible outcomes for the individual. It supports community cohesion, a positive learning environment, maintains safety and upholds the good reputation of the college.

4.2 **Poor engagement:** Behaviour that, if left unaddressed could impede the chances of the individual being successful, harms others or damages relationships between people, brings the college into disrepute or damages the environment.

4.3 **Restorative practice**: Involves a proactive approach to preventing harm or conflict and encourages the use of activities that repair harm where conflicts have already arisen. This approach encourages and enables people to communicate effectively and positively.
Restorative practice supports people to recognise that all their activities, including online, affect others and that individuals are responsible for their choices and actions. It expects that individuals are held accountable and enables them to reflect on how they interact with each other. It also allows individuals to consider how best to prevent harm and conflict.

4.4 **Trauma informed approach to behaviour support:** Trauma-informed practice is an approach to interventions which is grounded in the understanding that trauma exposure can impact an individual's neurological, biological, psychological, and social development. A trauma informed approach to behaviour requires staff to aim to understand what a student is trying to communicate through their behaviour. Behaviour that challenges is seen as a communication of an unmet need. When implementing a trauma informed approach to behaviour support, staff try to understand what Adverse Childhood Experiences (**ACEs)** are leading to certain behaviours and intervene appropriately.

5.0 Implementation Arrangements

5:1 All new employees are made aware of this policy and procedures during the formal employee induction process. They are provided with initial training regarding behaviour support.

Updated and amended procedures are discussed in training sessions, team meetings and via email communications as appropriate, and this policy is available via the college website.

6.0 Monitoring and Review

This policy will be subject to an annual review facilitated by the Assistant Principal

7.0 Staff Procedures

7.1 Quick Guide for Staff

Quick Guide for Staff in the undertaking of behavioural procedures

Yellow Stage (Part of Behaviour Support Stages)		**Initiated by:**
Positive Engagement Plan (PEP) Record on Dashboard	• Meet student to address low-level behavioural issues. • SMART actions are to be set, recorded, and reviewed monthly. • Multiple PEPs or extended PEPs can be used. • Aims to improve behaviours and attitudes. • Parents / Carers should be contacted and made aware of early concerns and any associated PEP.	• Led by RAPs, can also be by curriculum teaching or other support staff if appropriate/required (in areas that there is no RAP). RAP must be aware.
Amber stage IF REQUIRED		
Stage One Contract Record on Dashboard (Use Appendices A1 to A3)	• Initiated through escalation from Yellow Stage or accessed directly. • Meet student to address continued low-level behavioural issues or address new moderate level issues. • SMART actions are to be set, recorded, and reviewed fortnightly. • Aims to improve behaviours and attitudes. • Letter and contract to be sent to parents / carers. Parents / carers should be contacted in advance of the letter being sent unless there is a reason why this would not be appropriate.	
Red Stage (Part of Disciplinary Stages)		
Stage Two Contract Record on Dashboard (Use Appendices R1 to R2)	• Initiated through escalation from Amber Stage. • Meet student to address continued behavioural issues or address serious misconduct. Meeting should be held with parent / carer unless there is a reason why this would not be appropriate. • SMART actions are to be set, recorded, and reviewed on a fortnightly basis. • Aims to improve behaviours and attitudes. • Letter and contract to be sent to parents / carers as appropriate.	• Led by the CD/FH but can also be by any member of the College Leadership Team

Investigation		
Investigation into serious misconduct (Use Appendix IT)	• To be undertaken whenever an Internal investigation period has been initiated. • To be undertaken whenever there has been an allegation of serious misconduct which may lead to a Disciplinary Hearing. • Where possible, the investigation is to be completed within five working days of the incident leading to the Internal investigation period. • Where an incident may be criminal and is reported to the police, any police investigation takes precedence and police advice is to be followed regarding the continuation of the internal investigation. • Provision for continued learning should be made, where possible, for a student during this time. • Parent/carer should be contacted and notified of any investigation that is being undertaken and the reason for the Internal investigation period.	• Led by any member of CMT/EMT/Duty Manager.
Disciplinary Hearing (Part of Disciplinary Stages)		
Disciplinary Hearing (use Appendices D2 to 7)	• Student and advocate to be invited (could be parent / carer). • Staff advocate to be present to support the student. • Where possible, to be held within ten working days of the date of the incident leading to the internal investigation period. • RAP/CD and student (or advocate) to present cases. • Outcome to be communicated within three working days. • If outcome is recommendation to exclude, immediate discussion with Assistant Principal required for approval.	• Led by the appropriate CMT/Assistant Principal.
Appeal Stage (Part of Disciplinary Stages)		
Appeal Stage (use Appendices AP1 to AP3	• Heard by Deputy Principal. • Student and advocate to be invited (could be parent / carer). • Staff advocate to be present to support the student. • To be held within ten working days of the date of the appeal notification. • Deputy and student (or advocate) to present cases.	• Led by Deputy Principal

	● Outcome to be communicated in writing within three working days.	
Support Mechanisms and Activities		
Rest breaks	● Agreed short break from class, usually no longer than five minutes, where the student does not leave College. ● This is usually part of a SEND support plan. ● Rest breaks should be used to de-escalate a situation where a student's behaviour is having a significant impact on learning.	● Instigated by teaching or delivery staff leading a session, usually supported by SEND.
Suspension	● Breach of Mobile phone Policy, Student is sent home for the rest of the day, NOK notified added to Dashboard. ● If a student swears directly at a member of staff they are immediately suspended. NOK notified, reparation meeting before re-integration.	● Duty Manager, CMT, SMT
Internal investigation period Record on Dashboard	● Where a student is sent home pending an investigation into alleged serious misconduct. ● Where student is under the age of 18 at the start of their programme, parents or carers must be contacted prior to the student leaving campus. ● Where the student is on 14 – 16 provision, the Head of Foundation is to be contacted prior to the student leaving campus. ● U16s must not leave until permission granted from parents / carers and school has been informed. ● For other students, parents / carers to be informed as appropriate, and where possible before they leave site but always on the same day. ● Investigation to be undertaken within five working days. ● Provision for continued learning should be made, where possible, for a student during the Internal investigation period.	● Instigated by CMT, Duty Manager or Community officers only
Re-integration meeting	● Short meetings aimed at restoring positive relationships. ● Part of restorative practice.	● Arranged by FH/CD/RAP

	● An opportunity for the student to apologise and build their understanding of the impact of their behaviour on others. ● Should be immediate on return to college.	

7.2 Useful Information

Useful Information		
Prohibited Items	Prohibited items at the BCoT College are; - Knives or weapons* - Alcohol - Illegal drugs - Stolen items - Fireworks or flares - Pornographic images - Legal highs In addition, any article that the member of staff reasonably suspects has been, or is likely to be, used to: - Commit an offence. - Cause personal injury to, or damage any property of, any person including the student. *Specific students require educational equipment including knives, for example in Hospitality. In addition, some religions, faiths or beliefs require an individual to carry ceremonial items. For example, Sikhs are required by their religion to carry a small ceremonial sword called a Kirpan at all times as one of the five articles of faith.	We have a stop and search protocol.

7.3 Guide to Types of Behaviour that could trigger the policy

Behaviour that could trigger a Positive Engagement plan ***(Yellow Stage – Positive Engagement)***	***Behaviour that could trigger the disciplinary process*** ***(Amber Stage 1)***	***Behaviour that constitutes gross misconduct and an investigation into serious misconduct which could lead directly to a Disciplinary Hearing*** ***(Red Stage 2)***
Low Risk	***Medium Risk***	***High Risk***

● Usually, high attendance but has occasional days off without explanation
● Persistent poor punctuality
● 'Unexpected' abusive language
● Sudden incident of poor behaviour, out of character
● Work not completed or persistently handed in late
● 'Unexpected' inappropriate or poor behaviour
	● Attendance level which affects academic progress, is not improving or declining. Potentially intermittent short-term absences over a period or patterns of absence
	● Avoidable failure to comply with student agreement or a contract
	● Incidents of:
	  ○ Bullying, including cyberbullying, harassment, including or victimisation of another person
	  ○ Aggressive behaviour
	  ○ Abusive language
	  ○ Threatening behaviour
	● Actions that put other people, property, community at risk of harm
		● The College reserves the right to withdraw a student where their attendance level has significant impact on academic progress, is not improving or continues to decline despite previous intervention
		● Assault, threatening or aggressive behaviour (verbal or physical), sexual harassment / violence, theft, vandalism, plagiarism, fraud
		● Bringing prohibited items into college
		● Coming into college under the influence of illegal, legal substances or alcohol
		● Any other unacceptable, inappropriate, criminal or reckless behaviour
		● Actions that lead to significant harm of another person
		● Radicalising others
		● If a student is on a stage 2 then they may not be able to progress at BCoT for the next academic year

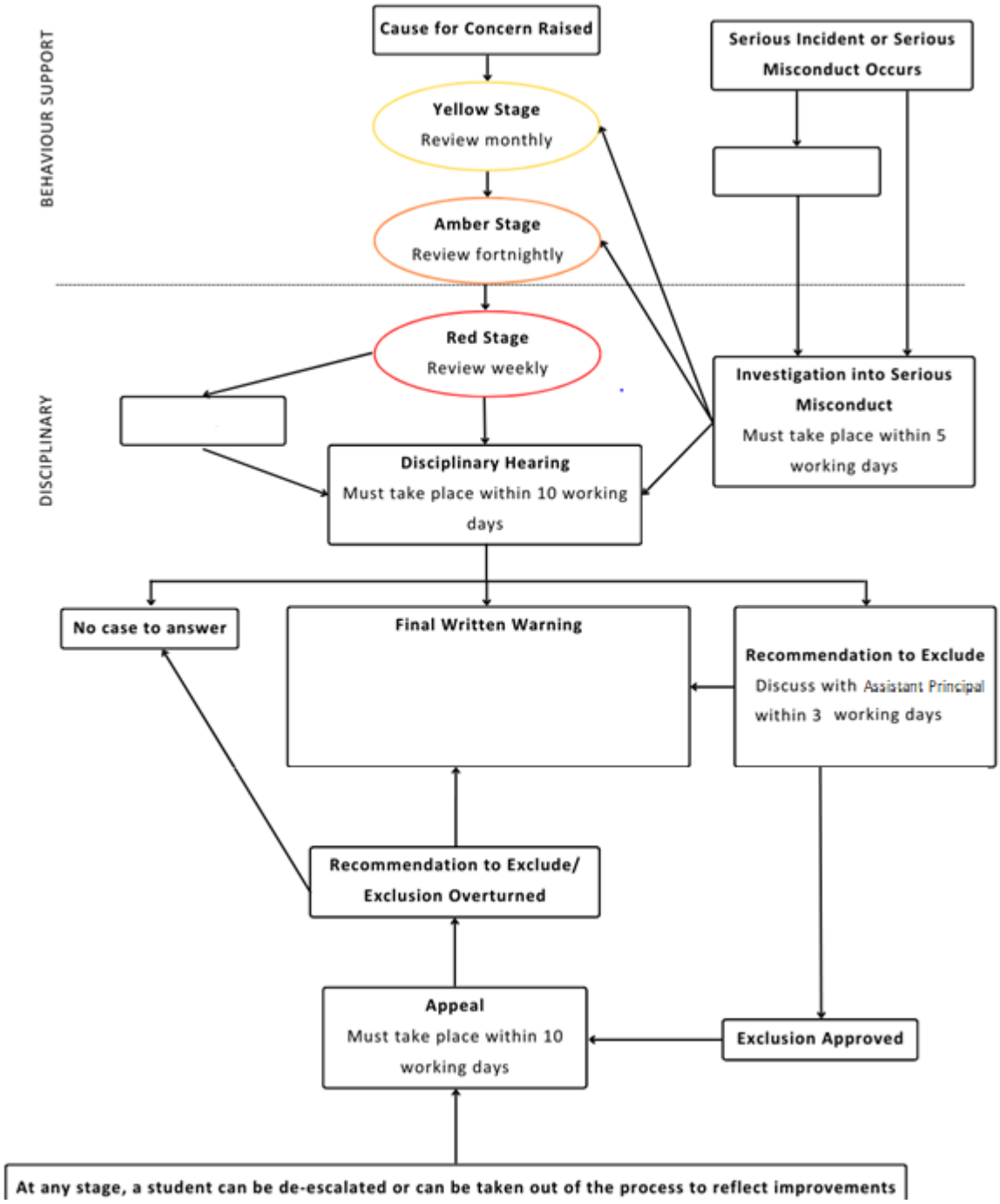
When considering attendance, expected absence should be considered.

7.4 Summary of procedure at each stage

Stage	Usual Lead	Presentation of Case	Student Advocate/ Others involved	Timeframe (whenever possible)	Associated Paperwork
Yellow (Positive Engagement Plan)	RAPs	N/A	SEND*	Review monthly	Appendix Y1
Amber (Stage 1 Written Warning)	RAPs/Course Director	N/A	SEND*	Review monthly	Appendix A1 Appendix A2 Appendix A3
Red (Stage 2 Written Warning)	RAPs/ Course Director	N/A	Parent/Carer SEND*	Review fortnightly	Appendix R1 Appendix R2
Investigation into Serious Misconduct (where required)	CMT	N/A		Within 5 working days of incident.	I.T.
Disciplinary Hearing	Assistant Principal /Faculty Head	From Red Stage 2: FH From Investigation: CMT who undertook investigation	Parent/Carer SEND*	Within 10 working days of incident.	Appendix D1 Appendix D2 Appendix D3 Appendix D4 Appendix D5 Appendix D6
Recommendation to Exclude	Assistant Principal	Disciplinary Hearing Lead	SEND*	Within 3 working days of the Disciplinary Hearing	Appendix D6 Appendix D7
Appeal	Deputy Principal	Assistant Principal	Parent/Carer SEND*	Must take place within 10 working days of the appeal notification.	Appendix AP1 Appendix AP2 Appendix AP3

***Where the student has an EHCP or is funded High Needs, the Transition Manager or EHCP co-ordinator should be involved.**

7.5 Student Positive Engagement and Behaviour Flowchart



8.0 Appendices

What is classed as serious misconduct?

Flowchart of Communication and Quality Process

Contents of Letters

(Letters should be emailed on college letter head and recorded on Dashboard. Should an email bounce-back be received, telephone contact should be made to correct the email address so the letter can be sent. Letters should be posted as a last resort.)

Appendix Y.1	**Letter - Yellow Stage (PEP)**
Appendix A.1	**Letter - Amber Stage 1 - escalation**
Appendix A.2	**Letter - Amber Stage 1 - first contact**
Appendix A.3	**Letter - Amber Stage 1 - meeting invite**
Appendix R.1	**Letter - Red Stage 2 - escalation**
Appendix R.2	**Letter - Red Stage 2 - meeting invite**
Appendix I.T	**Template - Misconduct Investigation**
Appendix D.1	**Letter - Time Out leading to possible Disciplinary Hearing**
Appendix D.2	**Letter - Disciplinary Hearing - gross misconduct**
Appendix D.3	**Letter - Disciplinary Hearing - escalation**
Appendix D.4	**Conducting of a Disciplinary Hearing**
Appendix D.5	**Letter - Outcome of Disciplinary Hearing - reinstatement**
Appendix D.6	**Letter - Outcome of Disciplinary Hearing - final written warning**
Appendix D.7	**Letter - Outcome of Disciplinary Hearing - exclusion**
Appendix D.8	**Letter - Exclusion**
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Appendix AP.2	**Conducting an Appeal**
Appendix AP.3	**Outcome of the Appeal**

What is classed as serious misconduct?

If behaviour is serious enough it can mean that higher levels of the process should be used. Serious misconduct can include, but is not limited to, the situations described below:

1. Misuse of a substance (including possession and supply of alcohol, illicit substances, solvents, and prescription drugs not prescribed for that person)

2. Violent conduct against a member of the college/learning community and/or inciting or promoting violent conduct of others.

3. Carrying or having possession of an offensive weapon. This includes the wearing or bringing onto Group premises any kind of martial arts/self defence equipment that is designed to afford protection by inflicting injury.

4. Persistent or violent bullying, intimidation, or harassment of a member of the college/learning community or treating them in a discriminatory manner.

5. Sexually harmful behaviours included sharing of unwanted images and/or messages with sexual content.

6. Theft or wilful, substantial damage of BCoT property, or property belonging to a member of the college/learning community.

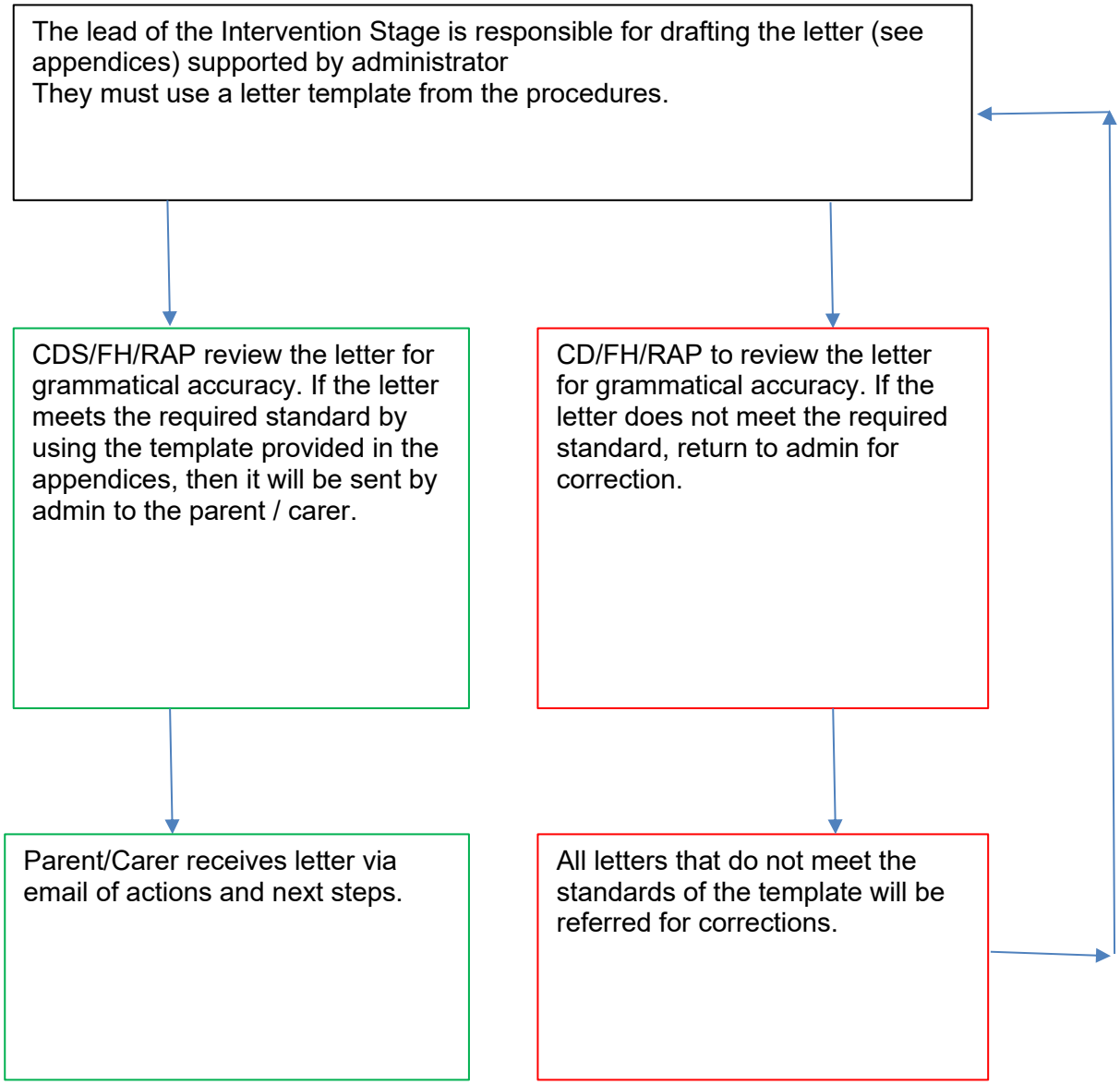
7. Misuse of technology or the internet, including filming and/or sharing on social media materials that may bring the organisation into disrepute or compromise the privacy of others.

8. Behaviours that would place themselves or others at risk of harm. This may include not following the direction of staff should an incident occur, deliberately placing themselves in a situation that could increase risk of harm or behaving in such a way that prevents others from keeping safe.

If serious misconduct takes place off site, the process may be implemented where there is a likelihood of further incidents or disturbance to the learning or wellbeing of other students. This may also be the case when the behaviours of students/learners off-site could be damaging to the reputation of the Group.

When can parents/carers be contacted? Parents/carers must be contacted in most situations unless a student has given acceptable reasons why this should not happen, e.g., independent living or safeguarding.

Flowchart of Communication and Quality Process



Appendix Y.1	Letter - Yellow Stage (PEP)

FOR USE WITH YELLOW POSITIVE ENGAGEMENT PLAN

- sent by the RAP, or another appropriate staff member if the student is U18 at the start of their programme of study

- Record on Dashboard

Dear

We would like to inform you that some concerns have been raised regarding ……'s behaviour/attitude/attendance/punctuality/motivation in college.

Following a discussion, a Positive Engagement Plan to support …….. has been negotiated and put in place. This will be monitored and implemented in line with the College's Student Positive Engagement Policy and Behaviour Policy by (add name and job title).

Please feel free to contact me on ……or email ……

Yours sincerely

(Add name / Job title)

Appendix A.1	Letter - Amber Stage 1 - escalation

FOR USE WITH AMBER STAGE ONE CONTRACT

- Progression from Yellow Positive Engagement Plan

Sent by RAP/CD or another appropriate staff member if the student is U18 at the start of their programme of study

- Record on Dashboard

Dear

Following a review of the Yellow Stage Positive Engagement plan to support ……., some serious concerns have been raised regarding …… 's continued poor *conduct/behaviour (**delete as applicable*)

An Amber Stage One contract has been negotiated and put in place. Additional support will be provided by (add name and job title). This will be monitored and implemented in line with the College's Student Positive Engagement and Behaviour Policy by (add name and job title).

Please contact me to discuss the situation as soon as possible, my direct telephone number is …… or email me on …….

Yours sincerely

(add name and job title)

Appendix A.2	Letter - Amber Stage 1 - first contact

FOR USE WITH AMBER STAGE ONE CONTRACT

- Direct move to Amber Stage One Contract

- Sent by the RAP/CD, or another appropriate staff member if the student is U18 at the start of their programme of study

- Record Stage One Contract on Dashboard

Dear

Following a review of the Yellow Stage Positive Engagement plan to support ……., some serious concerns have been raised regarding …… ‘s continued poor *conduct/behaviour (**delete as applicable*)

An Amber Stage One contract has been negotiated and put in place. Additional support will be provided by (add name and job title). This will be monitored and implemented in line with the College’s Student Positive Engagement and Behaviour Policy by (add name and job title).

Please contact me to discuss the situation as soon as possible, my direct telephone number is …… or email me on …….

Yours sincerely

(add name and job title)

Appendix A.3	Letter - Amber Stage 1 - meeting invite

FOR USE WITH REPEAT AMBER STAGE ONE CONTRACT

- Sent by RAP/CD, or another appropriate staff member if the student is U18 at the start of their programme of study

- Record the Stage One Contract record on Dashboard

Dear Parent/Carer

Due to ongoing serious concerns raised regarding……'s *conduct/behaviour (**delete as applicable*).

We invite you to attend an Amber Stage One meeting to discuss the conduct/behaviour of ……and the contract that is already in place. The contract is agreed with the student and is designed to support them.

The contract is monitored and implemented in line with the College's Student Positive Engagement and Behaviour Policy by (add name and job title)

The meeting is to be held at (time) on (date)

Please report to reception where you will be met.

If you cannot attend your son/daughter can nominate another family member to attend.

Please let me know as soon as possible if you plan to attend or if someone else in your place plans to attend, or if you wish to rearrange the date/time.

My direct telephone number is ……. or email me on ……..

Yours faithfully

(add name and job title)

Appendix R.2	Letter - Red Stage 2 - meeting invite

FOR USE WITH RED STAGE TWO CONTRACT

- Sent by the FH if the student is U18 at the start of their programme of study

- Record the Stage Two Contract record on Dashboard

Dear Parent/Carer

Serious concerns have been raised regarding……'s *conduct/behaviour (**delete as applicable*).

Therefore, you are invited you to attend a Red Stage Two meeting to discuss the conduct/behaviour of ……and the contract that is needed. The contract is agreed with the student and is designed to support them.

The contract is monitored and implemented in line with the College's Student Positive Engagement and Behaviour Policy by (add name and job title), curriculum staff and me.

The meeting is to be held at (time) on (date) at

Please report to reception where you will be met.

If you cannot attend and you and your son/daughter can nominate another family member to attend.

Please let me know as soon as possible if you plan to attend or if someone else in your place plans to attend or if you decide to rearrange the date/time.

My direct telephone number is ……. or email me on ……..

Yours faithfully

(NAME and Job title)

Appendix I.T	Template - Misconduct Investigation

Student name:	Student number:

Investigation lead appointed: Date:
Any member of college leadership not involved in the incident.
(If police involved check whether to continue)

Details of allegation.

Statement of case: (Completed by the investigating person appointed)
From the information that you have gathered take each allegation and present the sequence of events cross-referencing to documents/statements. Highlight the salient points of each statement. Consider the version of events given by the student under investigation and look for supporting evidence. Finally, consider any mitigating circumstances.

Appendix D.1	Letter – Internal Investigation leading to possible Disciplinary Hearing

- to be sent by the appointed investigation lead
- Record 'Internal investigation' on Dashboard

Dear

Allegation of Gross Misconduct and Internal investigation

As you are aware, there has been an allegation of Gross Misconduct made against you. I can confirm that you are currently not allowed in College until further notice, to allow an investigation to take place.

This means that you are not allowed onto any College premises until requested to do so.

If you were aged under 18 at the start of your programme of study, a copy of this letter will be emailed to your parent/guardian/carer.

I will contact you again to inform you of the result of further investigations.

If you need to contact me during your Time Out period, please contact me on *(email) (phone number)*

Yours sincerely
(add name and job title of Investigation Lead)

Appendix D.2	Letter - Disciplinary Hearing- Gross Misconduct

- to be sent by the Assistant Principal/FH
- upload to 'Disciplinary Hearing' on Dashboard

Dear

Disciplinary Hearing

Further to the allegation of Gross Misconduct, you are invited to attend a Disciplinary Hearing on *(date/time/location)*

You may bring with you a parent/guardian/carer.

If you need to contact me, please do so on *(email) (phone number)*

If you were aged under 18 at the start of your programme of study, a copy of this letter will be emailed to your parent/guardian/carer.

Yours sincerely

AP/FH

Appendix D.3	Letter - Disciplinary Hearing - escalation

- to be sent by the relevant FH or Assistant Principal
- upload to 'Disciplinary Hearing' record on Dashboard

Dear

Disciplinary Hearing

As a result of continued behaviours that are affecting your attainment at college, you are invited to attend a Disciplinary Hearing on *(date/time/location).*

You may bring with you a parent/guardian/carer.

If you need to contact me, please do so on *(email) (phone number)*

If you were aged under 18 at the start of your programme of study, a copy of this letter will be emailed to your parent/guardian/carer.

Yours sincerely

FH/AP

Appendix D.4	Conducting of a Disciplinary Hearing

Student name: **Student number:**

Date:

Disciplinary:

Attendees:

Statement of case: *(refer to details listed on the Misconduct Investigation Template)*

Student/Parent/Guardian/Student Advocate comments:

Investigation Manager comments:

Signed *(by chair)* ***Date:***

Signed *(parent/carer)* ***Date:***

Appendix D.5	Letter - Outcome of Disciplinary Hearing - reinstatement

- to be sent by the relevant FH or Assistant Principal
- upload to the original 'Disciplinary Hearing' on Dashboard

Dear

Outcome of Disciplinary Meeting

As a result of the Disciplinary Hearing held on *(date),* it has been agreed to re-instate your college place with no further sanctions.

You will return to college on *(date/time)*. Please report to the reception where (insert name of member of staff) will meet you.

If you were aged under 18 at the start of your programme of study, a copy of this letter will be emailed to your parent/guardian/carer

If you need to contact me, please do so on *(email) (phone number)*

Yours sincerely

(FH / Assistant Principal)

Appendix D.6	Letter - Outcome of Disciplinary Hearing - final written warning

- to be sent by the relevant FH or Assistant Principal
- upload to the original 'Disciplinary Hearing' record on Dashboard

Dear

Final Written Warning

As a result of the Disciplinary Hearing held on *(date)* you are in receipt of this Final Written Warning.

You will return to college on *(date/time)*. Please report to the reception where (insert name of member of staff) will meet you.

If you were aged under 18 at the start of your programme of study, a copy of this letter will be emailed to your parent/guardian/carer*

If you need to contact me, please do so on *(email) (phone number)*

Yours sincerely

(FH / Assistant Principal)

Appendix D.7	Letter - Outcome of Disciplinary Hearing - exclusion

Dear

Permanent Exclusion from College

As a result of the Disciplinary Hearing held on *(date)* the decision has been made to permanently exclude you from college.

Please ring *(name and telephone number)* to arrange to collect any belongings you may have left on the College premises.

Please contact careers@bcot.ac.uk, they will be able to go through all your options.

If you wish to appeal this decision, you have seven days from the date of this letter to contact the Deputy Principal Lorraine Heath. At this stage you will need to outline your reasons for appealing the decision of the exclusion. Her email address is: Lorraine.Heath@bcot.ac.uk

If you were aged under 18 at the start of your programme of study, a copy of this letter will be emailed to your parent/guardian/care.

Yours sincerely

(Assistant Principal)

Appendix AP.1	Letter - Appeal Invitation

- to be sent by the Deputy Principal
- upload to Dashboard

Dear

Appeal Invitation

Further to your request, you are invited to an Appeal meeting on *(date/time/location)*

You are welcome to bring with you a parent/guardian/carer.

If you need to contact me, please do so on *(email) (phone number)*

If you were aged under 18 at the start of your programme of study, a copy of this letter will be emailed to your parent/guardian/carer

Yours sincerely

Deputy Principal

Appendix AP.2	Conducting an Appeal

Student name:	**Student number:**

Date:

Appeal chaired by:

Attendees:

Outline of case from FH/AP.

Response to Appeal:

Outline of Appeal from Parent/Carer/Student

Outcome:

Signed *(by Chair)*	**Date:**

Appendix AP.3	Outcome of the Appeal

- to be sent by the Deputy Principal
- upload to Dashboard

Dear

As a result of the Appeal meeting held on *(date)* I can confirm the following outcome.
*(*delete as appropriate)*

*The appeal has been successful and you may return to college. (Insert name and job title) will be in touch to arrange your return to college.

Whilst you can return to college, I need to ensure that you understand that your conduct was extremely serious and therefore you will remain on a **final written warning** until the end of the academic year. This will not affect any application to progress onto further study at the college.

On your return, you will be reminded of our expectations and set targets for your attendance and academic progress. I must inform you that you will be putting your place at risk if you fail to meet these targets or if there are any further incidents of poor behaviour that do not meet our expectations.

*The appeal has been unsuccessful, and you are excluded from college as previously stated.

Please ring *(name and telephone number)* to arrange to collect any belongings you may have left on the College premises.

Please contact careers@bcot.ac.uk to arrange careers support and guidance

If you were aged under 18 at the start of your programme of study, a copy of this letter will be emailed to your parent/guardian/carer

Yours sincerely

(Deputy Principal)