

## POSITIVE BEHAVIOUR PROCESS

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## Contents

1. PURPOSE AND GUIDANCE STATEMENT .....	3
2. EXAMPLES OF BEHAVIOURS .....	4
2.1 Positive Behaviours (Students/Apprentices):.....	4
2.2 Behaviours leading to staff intervention:.....	4
3. STUDENTS/APPRENTICES WHO REQUIRE ADDITIONAL SUPPORT .....	5
4. SUPPORT STAGES .....	5
4.1 SUPPORT STAGE 1 (SS1) .....	5
4.2 SUPPORT STAGE 2 (SS2).....	6
4.3 SUPPORT STAGE 3 (SS3).....	8
4.4 SUPPORT STAGE 4 (SS4).....	9
5. SUSPENSION .....	11
6. EXCLUSION.....	11

# 1. PURPOSE AND GUIDANCE STATEMENT

Telford College ensures that students enjoy their studies, achieve and progress. Our part in this is to ensure that we have support processes in place to help and to actively engage with students to ensure that they maintain good citizenship standards. The College is committed to the fundamental values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those of different faiths and beliefs.

This policy statement applies to all students at the College; full-time or part-time, community or employer based, whether their course is validated by, or associated with, any other institution.

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

Telford College is committed to eliminating all forms of intimidation, harassment, violence or bullying. This applies to harassment and bullying on the grounds of gender, race, ethnic origin, disability, age, nationality, national origin, sexual orientation, religion, belief, marital status, social or any other personal characteristic. Sexual Harassment and/or Violence between students is covered by this policy.

Telford College has a zero-tolerance approach to bullying, harassment and violence and will be regarded very seriously, leading to college disciplinary action and criminal investigation as appropriate.

## **Telford College will:**

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

## **2. EXAMPLES OF BEHAVIOURS**

### **2.1 Positive Behaviours (Students/Apprentices):**

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

- Excellent attendance and punctuality at all times.
- Informing the college when unable to attend due to genuine circumstances.
- Arriving to lessons on time and or work placement willing to learn and to fully engage in programmed activities.
- Adhering to the behaviour expectations set out by college staff, or employer.
- Following guidance from college staff, or employer, regarding the use of mobile technology within the classroom and/or workplace.
- Wearing of college ID badges, and where appropriate, uniform, to support the safe running of college/work-based sites.
- Completing assessments and homework in line with college deadlines.
- Taking part in enrichment opportunities to support personal development.
- Treating all members of the college community with respect and courtesy.
- Attending progress events and parents' evenings, where appropriate, to review progress and achievement.
- Show commitment to their studies to progress within the college or to their career aspirations.
- Following Health & Safety instructions in the workshops, commercial areas e.g. salons and labs.

Unfortunately, there are occasions when behaviour is less positive and requires intervention.

### **2.2 Behaviours leading to staff intervention:**

The list below details examples of behaviour that are not considered positive and in serious instances are categorised as gross misconduct which could result in suspension or permanent exclusion. This list is not exhaustive.

Behaviours that are not positive and breach the code of conduct

- Disruption to the maintenance of a positive and trusting learning environment, including actions which are not conducive to positive working relationships with other students or staff.
- Failure to uphold British Values.
- Failure to meet deadlines or complete learning tasks.
- Failure to attend all classes or arrive for classes on time.
- Disrupting the learning of others.
- Vaping/smoking in non-designated areas outside.

Gross misconduct

- Bullying (including cyberbullying) and harassment of any description

Bullying is treating someone differently because of who they are, not because of anything they have done. It is the persecution of an individual by another person or group of people. Bullying is the wilful conscious desire to hurt, intimidate threaten or frighten someone else. Bullying involves dominance by one person or another, or group of others. Examples would include but are not limited to:

- Child on child abuse.
- Sexual violence and harassment.
- Hate crime and racist incidents.
- Intimidation or threatening behaviour.

- Physical abuse e.g. punching, kicking, hitting, pushing, violent threats.
  - Verbal abuse e.g. shouting at, insulting, name calling, sarcasm, spreading rumours, persistent teasing.
  - Emotional abuse e.g. tormenting, threatening, ridicule, humiliation, exclusion from groups.
  - See the College's Safeguarding, Prevent and Child Protection Policy for further definitions and how the college raises awareness and works to prevent of all forms of child-on-child abuse.
- Damage to property and disrespect of college resources or premises.
  - Plagiarism.
  - Inappropriate use of social media.
  - Using college internet to access inappropriate websites not connected to study.
  - Refusing to wear college ID.
  - Threatening staff or students.
  - Injuring other students or staff.
  - Violent, threatening or intimidating behaviour verbally or physically.
  - Stealing/damage to property.
  - Bringing the College's name into disrepute by external activities.
  - Illegal substances including the use of and distribution of illegal drugs or drug paraphernalia.
  - Possession of weapons.
  - Vaping indoors or providing students under the age of 18 with vaping or tobacco products.
  - Consumption of alcohol on-site or before coming on-site.

### 3. STUDENTS/APPRENTICES WHO REQUIRE ADDITIONAL SUPPORT

There may be requirements for additional representatives to be in attendance for support meetings for students/apprentices that may require additional support with:

- Educational Health Care Plans (EHCP's)
- Looked After Children (LAC)
- Care Leavers

Additional representatives may include:

- Learner support managers
- Social workers
- Key workers
- Local Authority representatives

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

## 4. SUPPORT STAGES

### 4.1 SUPPORT STAGE 1 (SS1)

**Support Stage 1** will be implemented if there is a cause for concern, with the below being trigger points for the support stage.

- Only one of the trigger points are required to implement the Support Stage.
- Through the Support Stage 1 (SS1) process the tutor/assessor will discuss any barriers which are causing the concerns and how the college can support the student to meet their targets.

#### CRITERIA

Type including frequency and volume		
<ul style="list-style-type: none"> <li>Up to 3 verbal warnings issued by any member of staff</li> <li>Poor attendance – in line with college attendance benchmarks</li> <li>Non-submission of assignments/coursework/homework</li> <li>Low level disruption</li> <li>Consistent disruption</li> <li>Any other behaviours listed that breach the code of conduct</li> </ul>		
ACTIONS AND PROCESS		
<b>Lead and actioned by: Personal Tutor or Assessor</b>		
<b>Meeting representation:</b>		
<ul style="list-style-type: none"> <li>Student</li> <li>Personal Tutor or Assessor</li> </ul>		
<b>Meeting to discuss:</b>		
<ul style="list-style-type: none"> <li>Explore issues causing the concerns</li> <li>Set SMART targets to address the concerns</li> <li>Agree a review date of the targets and progress</li> </ul>		
Actions to be taken	Where	By Who
Carry out a meeting with the student. Key themes from the meeting and the actions and recording the review date.	ProMonitor Meetings	Personal Tutor/Assessor
Update support stage badge.	ProMonitor Risk Indicators	Personal Tutor/Assessor
Personal tutor/assessor to inform admin of meeting so email/letter can be sent to student, parent (employer for apprentices) informing them of the outcome of the meeting including details of targets that have been set	ProSolution Standard Messages	Personal Tutor/assessor & College Admin
Inform learning support coordinator if student has an EHCP or Besafe manager if LAC (Looked After Child).	ProMonitor Comments	Personal Tutor/assessor
Inform the learner manager/business programme manager of the meeting and actions,	ProMonitor Comments	Personal Tutor/assessor
REVIEW		
<p>The personal tutor/assessor will review the targets with the student/apprentice by the review date (normally 2-3 college weeks).</p> <ul style="list-style-type: none"> <li>If the student/apprentice <b>has met</b> the targets of the SS1 then the support stage will be removed</li> <li>if the student/apprentice <b>has not met</b> the targets this will be escalated to a SS2.</li> </ul>		
Actions to be taken	Where	By Who
Update support stage badge.	ProMonitor Risk Indicators	Personal Tutor/assessor
Mark the meeting as completed, giving a brief outcome of the meeting. Including any notification through to learning support.	ProMonitor Meetings	Personal Tutor/assessor

## 4.2 SUPPORT STAGE 2 (SS2)

<p><b>Support Stage 2</b> will be implemented when:</p> <ul style="list-style-type: none"> <li>there is concern that the student/apprentice is finding it challenging to meet or has not met the actions detailed in support stage one.</li> <li>key triggers which will automatically escalate a student to support Stage 2.</li> </ul>
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CRITERIA		
<b>Type including frequency and volume – examples only</b>		
<ul style="list-style-type: none"> <li>• Not meeting targets of support Stage 1</li> <li>• Continued poor attendance – in line with college attendance benchmarks</li> <li>• Continued lack of commitment to programme of study – behind on work for example</li> <li>• Student involved in verbal arguments or other low level disruptive activity</li> <li>• Plagiarism on an assessment (<i>other forms of plagiarism may be escalated to SS3 depending on severity</i>)</li> <li>• Theft (<i>this may be escalated to SS3 depending on the severity</i>)</li> </ul>		
ACTIONS AND PROCESS		
<b>Lead and actioned by: Personal Tutor or Assessor</b>		
<b>Meeting representation</b>		
<ul style="list-style-type: none"> <li>• Personal tutor/Assessor</li> <li>• Student/Apprentice</li> <li>• 16-18 students: parental representative will be invited to attend with the student</li> <li>• Apprentices: work-based mentors may be invited to attend.</li> <li>• If appropriate, other parties may be invited to attend such as the Learner Manager or Business Programme Manager</li> </ul>		
<b>Meeting to discuss</b>		
<ul style="list-style-type: none"> <li>• Review targets of SS1 (if not escalated direct to SS2)</li> <li>• Explore issues causing the concerns</li> <li>• Set SMART targets to address the concerns</li> <li>• Agree a review date of the targets and progress</li> </ul>		
Actions to be taken	Where	By Who
Meeting with student, parental representative/ workplace mentor to be arranged .	-	Tutor/Assessor/ College Admin
Record key themes from the meeting and the actions and recording the review date.	ProMonitor Meetings	Personal Tutor/Assessor
Update support stage badge.	ProMonitor Risk Indicators	Personal Tutor/Assessor
Inform learning support coordinator if the student has an EHCP or Besafe manager if LAC (Looked After Child).	ProMonitor Comments	Personal Tutor/Assessor
Inform the learner manager/business programme manager of the meeting and actions.	ProMonitor Comments	Personal Tutor/Assessor
Personal tutor/assessor to inform admin of meeting so email/letter can be sent to student, parent (employer for apprentices) informing them of the outcome of the meeting including details of targets that have been set	ProSolution Standard Messages	Personal Tutor/assessor & College Admin
REVIEW		
<p>The personal tutor/assessor will review the targets with the student by the review date (normally 2-3 college weeks).</p> <ul style="list-style-type: none"> <li>• If the student/apprentice <b>has met</b> the targets of the SS2 then the support stage will be deescalated to no level of support stage (unless the relevant manager feels it should be descaled to SS1)</li> <li>• if the student/apprentice <b>has not met</b> the targets this will be escalated to a SS3.</li> </ul>		
Actions to be taken	Where	By Who
Update support stage badge.	ProMonitor Risk Indicators	Personal Tutor/assessor
Mark the meeting as completed, giving a brief outcome of the meeting. Including any notification through to learning support.	ProMonitor Meetings	Personal Tutor/assessor

### 4.3 SUPPORT STAGE 3 (SS3)

<p><b>Support Stage 3</b> will be implemented:</p> <ul style="list-style-type: none"> <li>▪ When there is concern that the student/apprentice is finding it challenging to meet the requirements of the course, and the actions agreed in Stage 1 or 2 have not been met.</li> <li>▪ If there is a significant behavioural or progress concern that is putting their place at college at risk.</li> </ul> <p>A Learner Manager/BPM will be asked to attend the meeting to support the student/apprentice in maintaining their place at Telford College.</p> <p>The meeting will be minuted.</p>		
<b>CRITERIA</b>		
<b>Type including frequency and volume – examples only</b>		
<ul style="list-style-type: none"> <li>▪ Not meeting targets of Support Stage 2</li> <li>▪ Continued poor attendance – in line with college attendance benchmarks</li> <li>▪ Continued lack of commitment to programme of study – behind on work for example</li> <li>▪ <i>Other items of a serious nature, escalated to SS3</i></li> </ul>		
<b>ACTIONS AND PROCESS</b>		
<b>Lead and actioned by: Learner Manager or Business Programme Manager</b>		
<b>Meeting representation:</b>		
<p><b>Student</b></p> <ul style="list-style-type: none"> <li>• Parental representative (if aged 16-18)</li> <li>• Personal Tutor</li> <li>• Learner Manager or BPM</li> <li>• Director</li> <li>• Administrator (to minute the meeting)</li> <li>• Representation from college SEND team (if appropriate)</li> </ul> <p><b>Apprentice</b></p> <ul style="list-style-type: none"> <li>• Work-based mentor</li> <li>• Parental representative (if aged 16-18)</li> <li>• Assessor</li> <li>• Business Programme Manager</li> </ul>		
<b>Meeting to discuss:</b>		
<ul style="list-style-type: none"> <li>• Review targets of SS2 (if not escalated direct to SS3).</li> <li>• Explore issues causing the concerns.</li> <li>• The seriousness of the meeting.</li> <li>• Set SMART targets to address the concerns.</li> <li>• Agree a review date of the targets and progress.</li> </ul>		
<b>Actions to be taken</b>	<b>Where</b>	<b>By Who</b>
Request for SS3 sent to College Admin from the LM/BPM, where College Admin will arrange the meeting.	-	Learner manager/BPM/College Admin
Email/letter confirmation of meeting to be sent to the student and parent/ apprentice and employer (parental representative if apprentice is 16-18)	ProSolution Messages	College Admin
Meeting to be minuted by College Admin and minutes uploaded, as well as targets and date set in meetings function.	ProMonitor Uploaded Document and ProMonitor Meetings	College Admin
Update support stage badge.	ProMonitor Risk Indicators	College Admin

Inform Director of Additional Needs & Inclusion, if the student has an EHCP or Besafe manager if LAC (Looked After Child).	ProMonitor Comments	College Admin
College admin to send email/letter to student, parental representative/employer informing them of the outcome of the meeting including details of any targets that have been set.	ProSolution Standard Messages	College Admin
<b>REVIEW</b>		
<ul style="list-style-type: none"> <li>The Learner Manager/Business Programme Manager will review the targets with the student by the review date (normally 2-3 college weeks).</li> <li>If the student has met the targets of the SS3 then the support stage will be deescalated to no level of support stage (unless the relevant manager feels it should be deescalated to SS2/1)</li> <li>If the student has not met the targets this will be escalated to a SS4.</li> </ul>		
<b>Actions to be taken</b>	<b>Where</b>	<b>By Who</b>
Update support stage badge	ProMonitor Risk Indicators	College Admin
Mark the meeting as completed, giving a brief outcome of the meeting. Include any notification through to the Director of Additional Needs & Inclusion if the student is a EHCP student.	ProMonitor Meetings	College Admin

#### 4.4 SUPPORT STAGE 4 (SS4)

<p><b>Support Stage 4</b> will be implemented:</p> <ul style="list-style-type: none"> <li>when there is concern the student/apprentice is finding it challenging to meet the requirements of the course, and the actions agreed in stage 1/2/3 have not been met.</li> <li>If there is a significant behavioural concern that is putting their place at college at risk.</li> </ul> <p>The Director will be asked to attend the meeting to support the student/apprentice in maintaining their place at Telford College and will chair the meeting.</p> <p>The meeting will be minuted.</p>
<b>CRITERIA</b>
<b>Type including frequency and volume</b>
<ul style="list-style-type: none"> <li>Not meeting targets of Support Stage 3</li> <li>Physical violence, assault or criminal damage</li> <li>Bullying or harassment, including sexual harassment and sexual violence</li> <li>Stop and search with prohibited items found, which have significant concerns, including, but not limited to drugs or weapons</li> <li>Consumption of drugs or alcohol</li> <li>Any other behaviours identified as gross misconduct</li> </ul>
<b>ACTIONS AND PROCESS</b>
<b>Lead and actioned by: Director</b>
<b>Meeting representation:</b>
<p><b>Student</b></p> <ul style="list-style-type: none"> <li>Parental representative (if aged 16-18)</li> <li>Personal Tutor</li> <li>Learner Manager</li> <li>Director</li> </ul>

- Administrator (to minute the meeting)
- Director of Additional Needs and Inclusion (if appropriate)
- BeSafe Manager or Safeguarding Officer (if appropriate)

### Apprentice

- Work-based mentor
- Parental representative (if aged 16-18)
- Assessor
- Business Programme Manager
- **Director**
- Administrator (to minute the meeting)
- Director of Additional Needs and Inclusion (if appropriate)
- BeSafe Manager or Safeguarding Officer (if appropriate)

### Meeting to discuss:

- Review targets of SS3.
- Explore issues causing the concerns.
- The seriousness of the meeting, informing all parties' permanent exclusion from college is a possibility but all outcomes must be stated.
- Set SMART targets to address the concerns.
- Agree a review date of the targets and progress.

Actions to be taken	Where	By Who
Request for SS4 sent to College Admin from the LM/BMP/Director, where College Admin will arrange the meeting.	-	College Admin
Email/letter confirmation of the meeting to be sent to the student or apprentice and parent/carer/guardian and employer parental representative if apprentice is 16-18)	ProSolution Messages	College Admin
Meeting to be minuted by College Admin and minutes uploaded, as well as targets and date set in meetings function.	ProMonitor Uploaded Document and ProMonitor Meetings	College Admin
Update support stage badge.	ProMonitor Risk Indicators	College Admin
College admin to send email/letter to student, parental representative/employer informing them of the outcome of the meeting including details of any targets that have been set.	ProSolution Standard Messages	College Admin

### REVIEW

- The Learner Manager/Business Programme Manager will review the targets with the student/apprentice by the review date (normally 2-3 college weeks).
- If the student/apprentice has met the targets of the SS4 then the support stage will be de-escalated to no level of support stage (unless the relevant manager feels it should be de-escalated to SS3/2/1)
- If the student/apprentice has not met the targets final decision from an appropriate member of ELT will be sought if to permanently exclude the student/Apprentice.
- The student/apprentice will be informed that the outcome of the meeting will be communicated in writing following the meeting.

Actions to be taken	Where	By Who
Update support stage badge	ProMonitor Risk Indicators	College Admin
Mark the meeting as completed, giving a brief outcome of the meeting.	ProMonitor Meetings	College Admin

## 5. SUSPENSION

Unfortunately, there are occasions when it is necessary to suspend a student. This is usually when there is an allegation of gross misconduct or the need for a formal investigation.

Suspension is not a punishment, instead should be regarded as a “cooling off” period. The suspending officer cannot chair the subsequent meeting but can be part of the panel.

	Action/What to record	Where	By Who
1.	College ID badge to be taken from student/apprentice	In meeting or when attending an emergency HoD incident	Director/Learner Manager/BPM
2.	Letter of suspension to the student or apprentice and parent (if under 18).	ProSolution Messages	College Admin
3.	Suspension and reason to be added (where not sensitive).	ProMonitor Comments	College Admin

## 6. EXCLUSION

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

The decision to permanently exclude a student/apprentice will need communicating to the student/apprentice in writing.

This can be following their SS4 Review meeting with the Director in writing to the student/apprentice where the student/apprentice is not engaging with the college to attend a meeting or, if involved in an incident where it would be detrimental to invite the student/apprentice onto college campus.

Permanent exclusion will usually last for the duration of the remainder of the academic year. However, in serious gross misconduct cases, permanent exclusion can result in no further enrolments at the college.

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

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

- All appeals should be emailed to [appeals@telfordcollege.ac.uk](mailto:appeals@telfordcollege.ac.uk) or in writing to College Admin.

- Appeals must be received within 5 working days of the date of the letter.
- The appeal will be passed to a member of the Executive Leadership Team to review on receipt.
- Appeals cases will take the form of a desktop review and may involve a panel of senior staff.
- A meeting may be held with the student/apprentice who has made the appeal, as appropriate.
- The outcome will be communicated within 10 working days from date of the appeal, unless additional investigation is needed.
- The appeal outcome is final.