

Positive Behaviour Policy

*Every Student, Every Day:
Welcomed, Valued, and Supported by All*

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Date of Approval	08/10/2024
Updated/amended and reason: (Legislative/cosmetic)	Update, newly written.
Review Date:	July 2025
EIA Date:	04/10/2024

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1.0 Policy Statement

At Capital City College (CCC), we are committed to providing a safe, supportive, and inclusive learning environment where every individual, learners, staff, and visitors can thrive. We believe that fostering mutual respect, celebrating diversity, and promoting tolerance throughout our college community is key to building a positive and enriching atmosphere. By recognising and celebrating our learners' achievements, we create a culture of growth, commitment, and academic excellence.

Our aim is to support all learners in reaching their ambitions, preparing them for the world of work or further study. A key part of this commitment is focusing on improving attendance, behaviour, and engagement, which helps learners succeed and supports staff in their roles. Working together, we aim to build a culture of respect, responsibility, and inclusivity, reducing incidents of negative behaviour while encouraging a safe, calm, and productive learning environment for all.

We believe that positive behaviour is best reinforced through encouragement and education, rather than punitive measures. Our approach is based on restorative, trauma-informed, and inclusive practices, ensuring that all learners feel supported and valued. By embedding these principles into our daily actions, we aim to:

- Promote positive behaviour and mutual respect
- Educate and challenge negative behaviour constructively
- Provide clear roles and expectations for staff and learners alike
- Create a consistent and fair approach to behaviour management
- Foster high expectations and a commitment to excellence
- Implement effective interventions that support long-term positive change

Our system of sanctions is designed to guide learners toward reflection and improvement, ensuring that they have the opportunity to access support and make meaningful changes. We believe that, with the right guidance, most learners respond positively to these interventions. However, when necessary, formal disciplinary procedures will be implemented to maintain the safety and integrity of the learning environment.

Together, we can build a community where every learner feels respected, encouraged, and equipped to succeed.

2.0 Scope

This policy applies to all members of the Capital City College community, including both full-time and part-time learners. It governs all behaviour-related issues arising within the college or during college-related activities. Additionally, the policy covers any behaviour that could negatively impact the reputation of the college or pose a risk to others, whether the incident occurs on or off campus, during or outside of term time.

The policy is designed to manage behaviour processes for post-16 learners and serious incidents involving Key Stage 4 (KS4) learners. For KS4 learners, the Behaviour for Learning Flowchart is used (see Learner Support Procedure), which outlines various levels of intervention and support. This flowchart is reviewed annually in collaboration with sending institutions and aims to address the needs of disaffected KS4 learners. In cases of exclusion or potential exclusion, this policy and its procedures will be followed.

Key elements of this policy include:

- Promoting collaborative working and shared values across the college

- Ensuring consistent practices across all curriculum schools
- Improving communication and information sharing
- Reducing the occurrence of higher-level disciplinary actions
- Enhancing learner retention and satisfaction
- Fostering excellent personal development, behaviour, and attitudes in learners

The policy also supports the annual monitoring of demographic groups to identify any groups over-represented in the behaviour management process.

For learners on higher education courses delivered as part of validated or franchised programmes with partner institutions, the terms of this policy will apply rather than those of the partner institutions. In cases of academic misconduct, both this policy and the relevant examination board or higher education (HE) regulations should be consulted.

In instances where concerns about a learner's long-term academic performance are linked to health, safety, or mental wellbeing, the **Fitness to Study** policy must also be followed. Other additional associated policies may also prove supportive in specific situations (for example the EDI policy or the Malpractice and Maladministration Policy).

3.0 Learner Behaviour Agreement

All staff should refer to the [Learner Behaviour Agreement](#) when addressing learner behaviour.

3.1 Distinction Between Misconduct and Gross Misconduct

This policy makes a clear distinction between "misconduct" and "gross misconduct," outlining the expectations of behaviour for all learners. Below are examples of each, though these lists are not exhaustive.

Examples of Misconduct:

- Breaching the Learner Behaviour Agreement or any other college policy
- Using threatening or abusive language
- Racist, sexist, disablist, or other discriminatory remarks or language, including online conduct
- Disruptive, disobedient, or disrespectful behaviour
- Smoking or vaping on college premises
- Persistent absence or unauthorised lateness
- Regular failure to attend lessons with the appropriate equipment
- Repeated failure to meet deadlines or complete coursework
- Breach of the college's zero-tolerance policy towards weapons
- Misuse of student ID cards

Examples of Gross Misconduct:

- Assessment and examination malpractice
- Any action that endangers the safety of learners or staff or constitutes a violation of the law
- Acts of violence or aggressive behaviour
- Possession, use, or distribution of illegal substances or alcohol
- Theft, vandalism, or forging signatures to commit fraud
- Attempting to enter the college premises during a period of suspension
- Bullying, harassment, or intimidation, including cyberbullying and other online conduct, both on and off college premises
- Abuse or damage of college property

- Plagiarism, cheating in examinations, or assessments
- Breaching the ICT Acceptable Use Policy, including accessing inappropriate material online

4.0 A Positive College Community Environment

Our Positive Behaviour Policy is built on fostering strong, respectful relationships, supported by principles of Equity, Diversity, and Inclusion (EDI), and restorative practices. Staff are encouraged to proactively engage with learners through simple gestures like greeting them warmly to create a welcoming and inclusive atmosphere.

4.1 Reward and Recognition

Recognising and praising positive actions is key to encouraging good behaviour. Staff are urged to highlight learner achievements on ProMonitor, send positive messages home, and celebrate effort and success, reinforcing positive behaviours.

4.2 Role Modelling and Emotional Control

Staff are expected to model calm, professional behaviour, especially in challenging situations. By maintaining emotional control, staff reinforce high expectations and focus on separating behaviour from the individual.

4.3 Consistency and Clarity

Clear and consistent rules, understood by all, are essential for fair behaviour management. Staff should continuously reinforce college values and ensure learners understand and adhere to shared expectations.

5.0 Positive Behaviour in Action

In applying this policy, the college commits to:

- **Learner Advocacy and Collaboration:** Supporting learners' right to advocacy and working with parents, carers, employers, and external agencies to provide holistic support.
- **Right to Appeal:** Ensuring all learners can appeal disciplinary decisions following college procedures.
- **Fair Investigations:** Conducting impartial and thorough investigations of alleged conduct breaches to establish accurate facts.
- **Confidentiality and Data Protection:** Handling disciplinary matters confidentially and in line with GDPR.
- **Equitable Access:** Making reasonable adjustments for learners with differing language skills or access to technology to ensure full participation in the process.

6.0 Rewards and Learner Support Procedure

This procedure applies to all college activities, including work placements and trips. It should be followed when staff raise concerns about a learner.

6.1 Rewards

At Capital City College, we prioritise recognising and celebrating learner achievements to create a positive learning environment. Reinforcing positive behaviour is key to fostering growth and motivation. Staff are encouraged to consistently praise learners to inspire both individuals and their peers.

Examples of Rewards:

- **Praise:** Immediate, genuine verbal or non-verbal praise.
- **Celebrating Success:** Highlighting achievements through events, awards, or displays.
- **Parent/Carer Communication:** Sharing positive feedback with parents/carers.

6.2 Restorative Approach:

The college focuses on rewards and recognition over punitive measures, guided by four pillars:

- **Respect:** Listening to and valuing others' opinions.
- **Responsibility:** Owning one's actions.
- **Repair:** Equipping learners with the skills to resolve harm and prevent repeat behaviour.
- **Reintegration:** Supporting learners to remain in education through problem-solving.

Restorative practice emphasises genuineness, empathy, responsibility, and optimism for personal growth.

6.3 Consequences:

While the policy aims to prevent negative behaviour, learners may occasionally make poor choices. In such cases, the **Support Stage** process will be followed to address issues appropriately.

Staff will liaise with the college support teams to help remove barriers to learning. The ALS team assists to ensure appropriate support is provided for any student with additional support needs or an Education, Health and Care Plan (EHCP); and relevant specialist meetings with the involvement of local authorities are arranged (before any changes to their enrolment status is made), in line with statutory obligations to educate a learners with an EHCP, when we have been named as the place of education. Learner with an EHCP cannot legally be withdrawn without a prior emergency review with the Local Authority.

When addressing student attendance concerns or academic underperformance, efforts should be made to offer appropriate support, including academic assistance, to help students manage these challenges. Escalation to the final stage for academic underperformance is discouraged. Supporting and monitoring student progress should be recorded using ProMonitor target setting and the meeting function.

7.0 Learner Support Procedure

Poor behaviour and under-performance should be addressed through informal measures first. Clear behavioural targets should be set, with learners given informal warnings and deadlines for improvement by their Curriculum Managers, Heads of School and subject teachers. When learners make progress, they should be praised and encouraged, with Positive Performance Comments recorded in ProMonitor. However, if there is no improvement, the following formal disciplinary stages must be followed. Specific details of each stage are outlined in the Learner Support Procedure. *Instances of misconduct may move directly to Stage 2, while gross misconduct should proceed directly to Stage 3.*

Support Stage 1: First recorded warning with a written agreement outlining steps for improvement.

Support Stage 2: Formal written warning and Behaviour Management Meeting.

Support Stage 3: Behaviour Management Hearing for serious cases or gross misconduct.

Learner Support Stage	Attendees	Key Actions
Informal Coaching Interventions	All teachers and support staff	<ul style="list-style-type: none"> All informal interventions must be logged in ProMonitor to keep staff informed and supportive.
Support Stage 1	Learner, Tutor/Progress Coach	<ul style="list-style-type: none"> Formal meeting with the learner to discuss barriers to progress and agree on reasonable adjustments. Set positive interventions and expectations via target-setting in ProMonitor. A follow-up letter is sent to the learner and parent/carer. Review date set for approximately 3 weeks.
Review Stage 1	Learner, Tutor/Progress Coach	<ul style="list-style-type: none"> Progress review to assess improvements against targets. If improvement is made, it is logged in ProMonitor. If not, the learner is moved to Stage 2, and parents/carers are notified.
Support Stage 2	Learner, Parent/Carer, Curriculum Manager	<ul style="list-style-type: none"> A formal warning is issued, outlining areas of concern and actions to be taken. Monitoring and review date is set for 3 weeks. Further referrals for high-risk interventions are made if necessary.
Review Stage 2	Learner, Parent/Carer, Curriculum Manager	<ul style="list-style-type: none"> Review of progress and next steps. If targets are not met, the learner is referred to Stage 3, and parents/carers are informed.
Support Stage 3	Learner, Parent/Carer, Head of School, Additional Manager (not previously involved)	<ul style="list-style-type: none"> For learners who did not meet Stage 2 targets or have committed gross misconduct. A formal meeting to evaluate support and assess progress. If a learner or parent does not attend, attempts must be made to reschedule. Panel decides on further monitoring, dismissal, or additional support. The Head of School consults with the campus Assistant Principal, who is required to authorise a dismissal If dismissal is the outcome, the learner is informed in writing, with an option to appeal within 10 working days.

7.1 Dealing with Misconduct

Initially, instances of misconduct will lead to supportive interventions for the learner. This involves raising a "Cause for Concern" and, if needed, referring the learner to Support Services.

7.2 "Cool Off" Intervention

Managers may choose to implement a 24-hour "Cool Off" intervention at their discretion. This approach is appropriate for situations involving minor misconduct or anti-social behaviour, as it can help prevent further escalation. It is important to note that this intervention is not a substitute for suspension. Each instance should be recorded in the learner's Individual Learning Plan (ILP) as a cause for concern, and the Curriculum Manager should be informed whenever it is used.

When a learner is issued a "Cool Off" intervention, they will be asked to leave the site immediately and may not return until the following day. Their ID badge will be temporarily retained at front reception and can be retrieved from security the next day for re-entry.

If a learner does not attend a behaviour meeting or hearing, decisions may still be made in their absence, and they will be notified of the outcome within five working days. Parents, guardians, or key workers (and a school representative for KS4 learners) must be invited to attend Stage 2 and Stage 3 hearings for learners under 18.

In cases where a learner may pose a significant risk to others, the College reserves the right to hold a Stage 3 Behaviour Support Management hearing off-site or online. Any threats made towards staff will be taken seriously and may result in immediate suspension until the Stage 3 hearing takes place.

If there is a victim of gross misconduct, they will need to provide a written witness statement and may be invited to attend the Stage 3 hearing as a witness at the Chair's discretion. The victim will also be informed of the hearing's outcome by the chairperson.

7.3 Suspension

If the Curriculum Manager or Head of School suspects a learner of gross misconduct or repeated misconduct, they may request the learner's I.D. card and ask them to leave the premises while an investigation is conducted. The learner will be informed that they cannot re-enter the College until further notice.

Upon suspension, the Curriculum Head must be notified immediately, and the I.D. card along with a completed Conduct Report Form should be submitted. The Curriculum Head will send a formal notification of suspension to the learner, detailing when they may return to the College.

Learners aged 14 to 16 should not leave the premises unescorted. Instead, they should be directed to the KS4 Curriculum Manager, who will notify the relevant secondary school staff and the learner's parents or guardians. An email regarding the suspension should be sent by the Curriculum Head to the Head of MIS, the Head of ICT, and the Head of Estates to inform security and reception staff.

Parents or guardians of learners under 18 must be informed by the Curriculum Manager in the event of a suspension.

In cases of gross misconduct, the learner will typically be suspended until the Stage 3 hearing, with suspension lasting no longer than five working days or until the hearing outcome. Online meetings may be utilised for the Behaviour Management process if in-person meetings are not feasible.

7.3.1 Suspension due to high-risk behaviours or police investigation into criminal activity

Learners may be suspended without prejudice if they are being investigated by the police for a crime that is judged to have a potential harmful impact. A suspension may also be applied if the college becomes aware of behaviour that opposes our values or brings the college into disrepute. Examples of such high-risk crimes/behaviours would include any safeguarding matters involving abuse or criminal behaviour targeting children or vulnerable adults, sexual assaults and rape, crimes that are relevant to the programme of study (e.g., IT based fraud or misuse by an ICT learner), crimes of violence, hate crimes. This list is not intended to be exhaustive, and the decision should be taken after assessing the potential risk to those in the college environment and to the learner in question. The decision to suspend must be taken in consultation with the Safeguarding team. Each case will be assessed on an individual basis.

7.4 Involvement of the Police

The College reserves the right to involve the police and initiate legal proceedings if a learner is found to be breaking the law. A Senior Manager should be consulted before contacting the police, unless the situation is an emergency, in which case a Senior Manager should be informed as soon as possible.

If the police need to escort a learner from the premises due to dangerous or threatening behaviour, that learner will be automatically suspended until the police complete their investigations. The College maintains a zero-tolerance policy regarding weapons, drugs, and violence. Any witnessed assault or drug use will result in immediate suspension until the Stage 3 Behaviour Management hearing.

If the College must request police intervention, a report of the incident will be added to the learner's file. Even if the police do not proceed with prosecution due to insufficient evidence, the College may still implement its own Learner Support procedures, which could lead to exclusion. Additionally, learners may face disciplinary action for offenses committed outside of College.

7.5 Excluded Learners

Only Assistant Principals (on behalf of the Group Principals) have the authority to exclude a learner from the College.

All actions and decisions related to exclusions must be documented in the learner's file and on Pro-Monitor. The Assistant Principal or Curriculum Head responsible for the exclusion is tasked with informing relevant parties, including parents and employers, and must clearly communicate the duration of the exclusion to appropriate staff.

When a learner is excluded from the College, whether as a learner or a visitor, this must be reported to the Heads of Learner Support, ICT, and Estates. They will notify security and reception staff and add a note to the College learner record system.

Details on how a learner can appeal an exclusion are available in the Learner Support Procedure. Excluded learners may reapply to the College in the following academic year, and the circumstances surrounding their exclusion will be considered during the reapplication process.

8.0 Appeal

Appeals may only be made when a learner has been excluded, following a Support Stage 3 meeting. The request for an appeal must be made in writing to the *Deputy Principal* not more than 10 days after the outcome of the hearing is announced. The College reserves the right either to dismiss the request for an appeal, or to hold an Appeal Hearing.

The appeal hearing must consist of:

- Learner
- Parent / Carer
- Assistant Principal
- Head of School
- Impartial manager

The decision of the Deputy Principal is final. The learner will be informed of the outcome of the appeal within five working days of the hearing.

Following the exhaustion of the Positive Behaviour Policy process, a complaint cannot be made in relation to the incident being considered.

9.0 Responding to behaviour issues during probation period

9.1 Learners on full-time study programme

If a learner is found to be in breach of the Learner Behaviour Agreement persistently during the first six weeks after their enrolment, the College reserves the right to terminate their studies with immediate effect. The learner should be given appropriate guidance and support through this period in order to make improvements and should receive warnings in first instance. If the learner fails to achieve appropriate improvement, the Curriculum Manager is entitled to cancel the learner's enrolment at any time during the first six weeks of study, without recourse to the full behaviour procedure.

If withdrawing a learner, the manager will liaise with the ALS team to have clarity if the learner does not have additional support needs or has an Education, Health, and Care Plan (EHCP). These learners will require specialist meetings with the involvement of local authorities before any changes to their enrolment status can be made. The College recognises it has a statutory obligation to educate a young person with an EHCP when we have been named as the place of education.

Similarly, the manager will not withdraw any Looked after Children (LAC) without liaising with the site safeguarding team.

For any learner that is under 18 years old, the manager must inform the parents/carers of the learner about their enrolment change.

9.2 Learners on adult or short courses

For adult courses lasting 10 weeks or less, the above process does not apply. Learners may be withdrawn if they miss 3 consecutive timetabled sessions. Curriculum Manager will decide on an individual basis considering learner level of communication, reasonable adjustments, and individual circumstances. Information used to inform this decision must be recorded on ProMonitor. There is no obligation for staff to apply each support stage in turn with reasonable justification.

10.0 Learners' Entitlements

Learners have the right to:

- Understand the Learner Support Procedure and the Learner Behaviour Agreement, which will be explained during their induction.
- Receive support in comprehending the Learner Support Procedure.
- Be notified in writing prior to a Stage 2 or 3 Learner Support hearing.
- Bring a parent, guardian, friend (such as a fellow learner or College staff), support worker, signer, or language interpreter to any Stage 2 or 3 hearing for support in understanding, clarifying issues, and addressing questions.
- Review any documentation used during Learner Support hearings, with the understanding that witness names may be withheld to protect their identities at the chairperson's discretion.
- Receive formal communication regarding the outcome of management actions within five days following the Learner Support stage hearing.