



South Gloucestershire and Stroud College

Positive Behaviour Policy 2022-23

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Approved by:	Corporation
Date of Approval:	

Completed by:	
M A Jones	Head of Academic Studies
I have read the guidance document: Completing a Policy Impact Assessment?	✓
If this policy has been up-dated, please tick to confirm that the initial impact screening has also been reviewed:	✓

EQUALITY AND DIVERSITY IMPACT ASSESSMENT	
Characteristic	This policy seeks to:
Age	No appreciable impact
Disability	Use available resources to identify and address any issues of inequality because of disability. Supporting learners both academically and pastorally in order that they should be able to access this policy and procedure.
Faith or Belief	No appreciable impact
Gender	No appreciable impact
Race or Ethnicity	No appreciable impact
Orientation	No appreciable impact
Gender reassignment	No appreciable impact
Economic disadvantage	No appreciable impact
Rural isolation	No appreciable impact
Marriage	No appreciable impact
Pregnancy & maternity	No appreciable impact
Carers & care leavers	Use available resources to identify and address any issues of inequality as a result of being in care or a care leaver. Supporting learners both academically and pastorally in order to be successful.
Vulnerable persons	Use available resources to identify and address any issues of inequality as a result of being a vulnerable person. Supporting learners both academically and pastorally in order to be successful.
Please identify any sections of the policy that specifically seek to maximise opportunities to improve diversity within any of the Academy Trust's stakeholder groups:	Sections 2.5 and 3
Please identify any sections of the policy that specifically seek to improve equality of opportunity within any of the Academy Trust's stakeholder groups:	
Is there any possibility that this policy could operate in a discriminatory way?	<input type="checkbox"/> <input checked="" type="checkbox"/> *
If you have ticked yes (red), which characteristic will be most affected? Choose an item.	
If yes please confirm that the Policy has been sent for a full Equality & Diversity Impact Assessment, and note the date:	<input type="checkbox"/> Click or tap to enter a date.

Note: if the policy does not seek to increase diversity or improve equality you should go back and review it before submitting it for approval.

MAPPING OF FUNDAMENTAL RIGHTS	
Which United Nations Convention on the Rights of the Child (UNCRC), Right does this policy most protect:	Art. 42 Right to know your rights Art. 40. Right to justice Art. 23 Disability protection
Which Human Right (HRA) does this policy most protect:	Art. 14 Prohibition of discrimination Art. 7 No punishment without law

DATA PROTECTION & PRIVACY BY DESIGN SCREENING	
Tick to confirm that you have considered any data protection issues as part of the design and implementation of this policy; and that implementing this policy will <u>not</u> result in the collection, storage or processing of personal data outside of official Academy Trust systems:	✓
Tick to indicated that this policy has or requires a Data Privacy Impact Assessment:	✓

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Positive Behaviour Policy

Our Ethos

- As a college, we want to create a safe and nurturing environment grounded in a friendly culture of mutual respect and support. We have high aspirations and will create an ethos that fosters connection, inclusion, and respect. This will be underpinned by 3 key principles: being ready, respectful, and safe

Our aims of the behaviour policy

1. To create a culture of high expectations for staff and student behaviour and apply these expectations consistently and fairly
2. To ensure relationships among students and staff reflect a positive and respectful culture
3. To build a cohesive community, where the emphasis is placed on positive behaviours, praise, and rewards
4. To develop the student's employability skills and prepare them for the world of work
5. To ensure students of all ages are active citizens who can make meaningful contributions to the society in which they live
6. To ensure that students are dealt with respectfully, and equally
7. To enable students to become self-disciplined, able to accept responsibility for their actions and make positive choices
8. To recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Staff and students are given strategies to manage their behaviour and create an environment that is conducive to learning
9. To help develop and maintain a sense of worth, identity and achievement

A culture of success

- We recognise the importance of celebrating success and will ensure that this is done wherever and whenever it occurs. This will be done in a variety of different ways and at different levels, from praising work in the classroom to letters of commendation from the College Principal
- Behaviours will be closely monitored by staff and where appropriate, supportive interventions will be put in place to ensure the student can complete all aspects of their study programme
- Praise should always outnumber negative consequences and the aim of any intervention should always be to ensure the student takes greater ownership and responsibility for their actions
- **Staff will help to promote a positive culture by:**
 - i. Greeting students as they arrive
 - ii. Welcoming students at the classroom door
 - iii. Communicating positive praise, consistently and fairly
 - iv. Modelling positive attitudes and behaviours inside and outside of the classroom
 - v. Setting high expectations of themselves and their students
 - vi. Engaging with students fairly and respectfully
 - vii. Treating every student as an individual and being aware of the student's educational needs, including SEN and EHCP provisions
 - viii. Listening empathetically

- **Staff will celebrate success by:**
 - i. Using informal and formal feedback to emphasise positive achievements across the student's whole study programme (main programme, English and maths, tutorial, enrichment, work experience, employment, and Academies)
 - ii. Giving constructive feedback that enables the student to see how they can positively improve
 - iii. Writing notes of commendation on the college systems (Pro-Monitor and Smart-Assessor) when students consistently meet or exceed expectations. This can be related to behaviours or academic work
 - iv. Completing the online SharePoint Form so students receive a personal commendation from the College Principal
 - v. Regularly tracking and monitoring attendance, punctuality, and the completion of targets
 - vi. Making positive phone calls home regularly
 - vii. Send home e-mails/letters/postcards of praise for work that exceeds expectations, or targets that have been met
 - viii. Consistently use Praise Notes on MS TEAMS/Smart-Assessor thanking students for their positive contributions, hard work, attitudes, and behaviours
 - ix. Sharing successes on the College website and social media platforms and with employers
 - x. The Leadership Team will review behaviours at 5 census points throughout the academic year and recognise improvements and success. Termly reports will be shared with staff

- Staff will reinforce the behaviours of being ready, respectful, and safe by following 5 approaches:
 1. Consistent, calm adult behaviour
 2. First attention to best conduct (see it, deal with it)
 3. Relentless routines (inside and outside of the classroom)
 4. Restorative follow up (students and staff take immediate ownership of their actions)
 5. Scripted difficult interventions (dealing with conflict fairly and consistently)

Collective responsibility: 'Be Ready, Be Respectful, Be Safe'

- It is the responsibility of all staff to reinforce positive behaviour management, and they should model being ready, respectful, and safe, both inside and outside of the classroom
- Staff should be responsible for addressing inappropriate behaviour as and when they see it and should be fully supported by the Duty Manager/Leadership Team
- Staff should take a consistent, differentiated, and fair approach to tackle inappropriate behaviours

Senior staff (SLT) will:

- Have a visible presence in and around the College, especially in the morning and during breaks
- Provide consistent and fair support to colleagues
- Provide emotional support for all (including staff) to help manage stress and secondary trauma
- Take active steps to reduce the likelihood of absence and work-related stress
- Ensure all students understand and adhere to the Codes of Conduct and Student Charter

Middle Leaders (LAMs) and Team Leaders will:

- Support colleagues to maintain an orderly, caring environment
- Ensure there are consistent routines and strategies to deal with both positive and negative behaviours
- Uphold high expectations and engage positively with students
- Ensure all students understand and adhere to the Codes of Conduct and Student Charter

The support staff will:

- Work with colleagues to implement restorative practices
- Work with students to become accountable for their behaviours
- Provide emotional support to help manage stress and secondary trauma
- Work with external agencies
- Be an advocate for students
- Ensure there is clear and effective communication between departments
- Ensure all students understand and adhere to the Codes of Conduct and Student Charter

All staff will:

- Be fully committed to implementing the principles of being ready, respectful, and safe
- Uphold high expectations and engage positively with students
- Support the development of the student's social and emotional skills
- Prepare students to become active citizens and build the skills needed for successful employment
- Develop positive trusting relationships with students
- Invest in their CPD regarding positive behaviour management
- Ensure all students understand and adhere to the Codes of Conduct and Student Charter

What it means to be an SGS student

- Students will develop academic, technical, and vocational skills that prepare them for life in modern Britain. Importantly, they need to become responsible, respectful, and active citizens who can contribute positively to society. Equipping them with the right values, attitudes and behaviours is key to achieving this goal
- Students feel safe and have a sense of belonging and acceptance within the College. They feel like they have autonomy and a voice
- Our ethos is not only to uphold the principles of being ready, respectful, and safe but to celebrate the students who consistently go above and beyond (relative to their level and stage of learning)
- The minimum expectation is that every student will model appropriate behaviours, and where they do not, they will be supported to understand their emotions and more effectively regulate and manage their behaviour
- At the end of each term, staff be required to assess the behaviours of their students, which in turn will be pulled into a parent report that is shared on the College system, Pro-Portal. This will enable staff to celebrate success, but will also, provide targeted support where needed
- Reports will be shared with parents, guardians, and carers

Working at the SGS Standard

- The expectation is that all students will be working at the SGS standard
- An indicative list of the standards can be found below
- Failure to meet one or more of the standards does not mean a student is automatically below the expectations of the College; the standards are applied holistically and consider the student's circumstances, for example, poor attendance of 70% for a care leaver does not necessitate that a student is working below the standard
- Judgements must always be made fairly, especially for the most vulnerable, including EHCP, SEN, ECP, LAC, Care leavers, 14-16 or Young Adult Carers
- Where a student is working below the standard expected, there must be clear evidence of supportive, timely interventions
- Action plans must encourage the student to take proactive steps to address the issues raised (see Appendix for an example)

Applying the SGS Standards

Well Below SGS Standards	Below SGS Standards	At SGS Standards	Above SGS Standards	Exceeds SGS Standards
1	2	3	4	5
Standards	Example behaviours	Risk	Intervention	
Exceeding SGS standards	<ul style="list-style-type: none"> • Always operates well above their target grade/s • Always shows initiative, commitment to learning and self-improvement • Highly effective organisational skills • Always meets deadlines • Exemplary behaviours in and out of class • Always confident, meaningful contributions during classwork • Actively seeks, responds positively to, and acts on, feedback • Actively learns from setbacks and seeks to immediately remedy mistakes • Attendance 98%+ 	No risk	<ul style="list-style-type: none"> • Letter of commendation from the College Principal • Positive feedback with clear targets • Nomination for the Student of the Term Award • Regular 121s • Departmental recognition (Celebrating success boards) • Published by the SU – E-Campus 	
Above SGS standards	<ul style="list-style-type: none"> • Often operates above their target grade/s • Often shows initiative, commitment to learning and self-improvement • Very good organisational skills • Deadlines rarely missed • Very good behaviours in and out of class • Confident, meaningful contributions during classwork • Always responds positively to, and acts on, feedback • Learns from setbacks and seeks to immediately remedy mistakes • Attendance 95-97% 	No risk	<ul style="list-style-type: none"> • Letter of commendation from Assistant Principal • Positive feedback with clear targets • Regular 121s 	
Working at SGS standards	<ul style="list-style-type: none"> • Sometimes operates above their target grade/s • Sometimes shows initiative, commitment to learning and self-improvement • Good organisational skills • Deadlines occasionally missed 	No risk	<ul style="list-style-type: none"> • Regular 121s • Set challenging targets • Celebrate achievements • Give regular feedback 	

	<ul style="list-style-type: none"> • Good behaviours in and out of class • Occasionally confident, meaningful contributions during classwork • Responds positively to, and acts on, feedback • Learns from setbacks and seeks to remedy mistakes • Attendance 91-94% 		
Below SGS standards	<ul style="list-style-type: none"> • Rarely operates at their target grade • Rarely shows initiative, commitment to learning and self-improvement • Requires pressure and support to organise themselves • Deadlines frequently missed • Frequently poor behaviours in and out of class • Rarely confident, meaningful contributions during classwork • Sometimes takes actions to improve or listen to feedback • Rarely learns from setbacks and seeks to remedy mistakes • Attendance 80-90% 	At risk	<ul style="list-style-type: none"> • Intervention from CTL / LAM • Tutor Action Plan • Possible parental engagement • Possible ban from the Academy • Review of support if EHCP, SEN, ECP, LAC, Care leaver or Young Adult Carer
Well below SGS standards	<ul style="list-style-type: none"> • Frequently operates well below their target grade • Frequently shows little to no initiative, commitment to learning and self-improvement • Frequently fails to organise themselves • Almost always fails to meet deadlines • Unacceptable behaviours in and out of class • Fails to make any meaningful contributions during classwork • Never responds to feedback • Does not learn from feedback and do not remedy mistakes • Attendance 79% or below 	At significant risk	<ul style="list-style-type: none"> • Intervention from LAM / AP • Tutor Action Plan • Parental engagement • Review of support if EHCP, SEN, ECP, LAC, Care leaver or Young Adult Carer • Ban from the Academy (see page 17)

Managing behaviours

- Staff should address inappropriate behaviour immediately but must do so respectfully and fairly
- Staff should view behaviour as communication of an emotional need (whether conscious or unconscious), and respond in an empathic and caring manner
- Staff should always support inclusion, set boundaries, and restore and repair the harm as quickly as possible
- There are a wide range of sanctions available to staff, and these should be consistently applied
- Negative consequences should not be escalated until low-level sanctions have first been explored
- Confrontation should be avoided at all costs
- Staff should always focus on maintaining healthy relationships with students and apply well-rehearsed strategies including, engage, don't enrage, and connection before correction
- Wherever possible staff should seek to regulate, relate, and then reason

Managing classroom behaviours

- Teachers should refer to this guidance when dealing with inappropriate behaviours in the classroom
- Differentiated expectations and differentiated responses are required to support the Social, Emotional and Mental Health (SEMH) of our students

Type of Behaviour	Action	Consequence	Who
<p>Low-level disruption to learning. This could include taking over others, interrupting the teacher, using a mobile phone, or distracting others. This behaviour results in the pace of the lesson slowing</p>	<ul style="list-style-type: none"> • Use of non-verbal messages, for example, standing next to the student • Give simple directions to stop the behaviour • Revisit the Code of Conduct/ Class agreement with the whole class • Provide feedback on what is going well and remind what is needed from them • Give clear guidance and instruction, teach and model behavior you want to see • Thank them 	<ul style="list-style-type: none"> • Issue a subtle first warning, ensuring this is done discreetly • Focus on the primary behaviour 	<ul style="list-style-type: none"> • Teacher
<p>Low-level repeated / frequent disruption to learning. The initial warning has failed, and the behaviour continues. This behaviour is now having an adverse impact on the whole class and is slowing learning</p>	<ul style="list-style-type: none"> • Use of non-verbal messages, for example, standing next to the student • Repeat your instructions firmly and assertively • Identify that their actions will result in a consequence. Give them a choice to stop, or deal with the sanction • Remove them from the wider group and state that there will be a consequence at the end of the session 	<ul style="list-style-type: none"> • Issue a second warning and outline the consequence • Record the incident on Pro-Monitor • Seek to speak to the student at the end of the session to discuss the impact of their behaviours and encourage reflection • Check-in and connect regularly, giving feedback and encouragement 	<ul style="list-style-type: none"> • Teacher • Tutor • Support Worker

<p>Behaviours are significantly impacting the learning of others. This could include significant disruptions, loud noises, rude or inappropriate language or behaviours. Showing a lack of respect for others</p>	<ul style="list-style-type: none"> • Pull the student to one side and inform them of the consequence of their actions • Discuss the impact of their behavior, and encourage reflection • Re-establish agreements • Record the incident on Pro-Monitor • Consider adaptations to teaching, environment • Take some time to have a longer discussion using restorative approaches • Share good practice • Seek additional support from a CTL or LAM if the behaviour has affected others 	<ul style="list-style-type: none"> • Detail the incident on Pro-Monitor and if merited, issue a Stage 1 warning, and record it on the College system 	<ul style="list-style-type: none"> • Teacher • Tutor • Support Function • CTL/LAM
<p>Serious disruptions or significantly inappropriate behaviours. This could include foul language, inappropriate or racist remarks. Physical abuse</p>	<ul style="list-style-type: none"> • The student will be removed from the class, but this should be a last resort • If required, a LAM should be informed of the incident and should immediately meet with the student • If SEND, Learning Support should be informed. If LAC, Care Leaver, and Wellbeing Services should be informed • Initiate Emergency review or PEP where appropriate 	<ul style="list-style-type: none"> • Detail the incident on Pro-Monitor and if merited, issue a Stage 1 warning, and record it on the College system • If the incident is serious, inform the Duty Manager and the LAM. Complete an incident report • Inform the Assistant Principal if the issue could be seen as gross misconduct • Plan coordinated support and intervention with LAM/Learning Support/Wellbeing • Use restorative approach • Establish individualised agreements with students – provide effective feedback to support change • Communicate and discuss with parents/carers/ Social worker if under 18 	<ul style="list-style-type: none"> • Teacher • Tutor • Support Function • CTL/LAM/AP

Probation: Your first 5 weeks with us at SGS College New Learners

- During the first 5 weeks, your tutor/teachers will be assessing your suitability to study at college. During this time, you must demonstrate an ability to act in accordance with the SGS Standard and to always be ready, respectful, and safe
- Maintain a caring, orderly community in which effective learning can take place and where there is mutual respect for all
- During this period, you will have a 121 with your tutor who will help you to start thinking about your goals, aspirations, and your future. This 121 and subsequent actions will be recorded in Pro-Monitor
- If your attendance, behaviours, or attitudes fall below the expected standard you will be placed on an Action Plan (see Appendix (A))
- A Review Board will take place after 5 weeks and if a student has failed to demonstrate an ability to meet SGS Standards (see pages 8-9), they may be asked to leave the programme
- Parents, carers, and guardians will be informed of the decision, and students will be supported by a Wellbeing mentor
- At this stage, the student may be asked to explore alternative courses, which may be more suitable
- If a learner is a LAC or Care Leaver, Wellbeing Services must be informed when an issue first arises and before any action is taken to remove a student. A statutory PEP must be held

Probation: Your first 5 weeks with us at SGS College Returning Learners

- Students who are progressing internally within the College and who have been identified as not meeting the SGS Standard may be asked to return on an Action Plan that will be reviewed weekly by the tutor
- The Action Plans will be discussed at the Review Board
- Failure to meet the SGS Standards may result in a student being removed from the programme
- Parents, carers, and guardians will be informed of the decision, and students will be supported by a Wellbeing Mentor
- Actions must be recorded in Pro-Monitor

Probation: Your first 5 weeks with us at SGS College Learners who transition between courses

- It is the responsibility of all staff to ensure that sensitive information about a student is captured and shared on college systems. This is especially important for SEND, EHCP, LAC and Care Leavers
- Greater flexibility should be afforded to students who require additional support, especially if they are transitioning between programmes
- Tutors should ensure students receive a 121 as quickly as possible

Learners with Education, Health, and Care (EHC) Plans:

- Education, Health, and Care (EHC) plans are legal documents outlining the support a young person is entitled to receive to meet their special needs across education, health and social care and achieve positive outcomes
- Students with EHC plans are subject to the College's probation periods, however, they cannot be withdrawn without consultation with the SGS Learner Support Team and Local Authority.
- Students with ECH plans will be supported to meet the probationary requirements or move to an alternative curriculum area

- 14-16-year-old students have a statutory right to education. 14-16-year-old learners are subject to the College's probation periods however they cannot be withdrawn without consultation with the 14-16 Team and their home school
- 14-16-year-old students will be supported to meet the probationary requirements or move to an alternative curriculum area

Probation: Your first 5 weeks with us at SGS College

Review Boards

- The first Review Board will meet before Day 42 (before half-term) and will review the student's suitability for their chosen course, should they not meet the SGS Standard
- The Review Boards will also celebrate the progress of students who have gone above or exceeded the SGS Standard. These students will receive a letter of commendation from the College Principal, congratulating them on their excellent start to college life
- The review boards must include the 14-16 Managers, ALS, and Wellbeing teams
- Review Boards will take place every 6 weeks with the outcomes recorded on college systems. The outcomes will be closely monitored by the College's leadership team

Probation: Your first 5 weeks with us at SGS College

Appeals

- You have the right to appeal against the decision and this must be made directly to the Assistant Principal responsible for the campus provision. Please review the rights to appeal on page 15. There is no further right of appeal

The Behaviour Policy

- The College treats all students with dignity and respect and expects the same in return. All students are expected to meet the SGS Standard to always be ready, respectful, and safe. We will not tolerate criminal activity, discrimination, harassment, or victimisation in any form and will treat this behaviour as gross misconduct
- All students are subject to this Policy equally. However, reasonable adjustments can be made if you have extenuating circumstances
- If you have an Education, Health, and Care Plan (EHC), or a disability, then the College's Special Educational Needs and Disability (SEND) Manager will be informed and involved in any disciplinary action taken against you
- If you are Looked after Child or Care Leaver, the College's Inclusion Manager will be informed, and the Wellbeing Service will support you in any disciplinary action taken against you
- If you are pre-16, or an Early College Placement (ECP) learner the 14-16 manager will be informed and involved in any disciplinary action taken against you

Failure to meet the SGS Standard: Disciplinary Stages 1 to 3

Stage 1 – Informal Verbal Warning

- The College will hold you to account for your behaviours, and if there are concerns that you are not meeting the SGS Standard, staff will first try to resolve the issues informally
- If you continue to not meet the SGS Standards, you will receive an informal warning, which will be recorded on the College system
- Parents, guardians, and carers of learners under the age of 18 will be notified of the disciplinary action and will also be sent a copy of the student Action Plan
- Students should always take accountability for their actions, reflecting on their poor behaviours. These actions should be recorded on the system and later reviewed by the tutor
- Students will take ownership and accountability for meeting their Action Plan
- Failure to meet the Action Plan and further incidences of poor behaviours may result in the student moving to Stage 2
- The Action Plan should last 4 weeks and must be signed off by the tutor
- If behaviours improve, the student will be removed from the disciplinary process

Stage 2 – Formal Written Warning

- If you have failed to meet the targets in your Action Plan, or consistently do not meet the SGS Standard, you will receive a formal written warning
- A Stage 2 warning may be issued for any of the reasons outlined in the College's Codes of Conduct and it will start with a formal meeting between you and your tutor, teacher, or training advisor plus your Learning Area Manager, who will act as the 'chair' for the meeting. You can ask a friend or Wellbeing Mentor to support you, but not to speak for you
- Parents, guardians, and carers of learners under the age of 18 will be notified of the disciplinary action and will also be sent a copy of the student Action Plan
- A SEND Manager should be notified where necessary
- Students will take ownership and accountability for meeting their Action Plan
- The Action Plan should last up to six weeks, but during this period the student may return to Stage 1 if they demonstrate appropriate behaviours. Any further cause for concern, within that time, may result in you progressing to the next stage of this procedure

Stage 3 – Final Written Warning

- If you have failed to meet the targets in your Stage 2 Action Plan, or consistently do not meet the SGS Standard you will receive a Final Written Warning. These may also be issued following an incident of gross misconduct, for example, bullying, harassment, victimisation, racism, sexism, intimidation or acts of violence
- The Stage 3 meeting must be conducted by an Assistant Principal. Students have the right to be accompanied by a parent, carer, or Wellbeing Mentor as they may be excluded from the college following the meeting
- An Action Plan will be agreed upon and recorded on the system. Refusal to accept the Plan will result in exclusion
- Students will take permanent ownership and accountability for meeting their Action Plan
- If you complete your Action Plan and maintain good behaviour the disciplinary record will be removed from your file, effectively moving you back to stage 2 of the disciplinary process (all notes and comments within Pro-Monitor and elsewhere will remain for a period of 3 years)

The Appeals Process

- You may appeal against exclusion, or any stage of the disciplinary procedure, within ten working days of any action being taken against you. You should do this by sending the Vice Principal a letter or email setting out why you are appealing
- You cannot appeal against a disciplinary decision unless you believe:
 - That the College did not follow this procedure properly
 - That the College failed to make reasonable adjustments for personal circumstances that you had previously made us aware of; or
 - That there is new evidence that wasn't available during any stage of the disciplinary process
- Appeals will be heard by a Vice Principal or another Senior College Manager within 20 working days of the College receiving your appeal
- If a formal hearing is required, you will be invited along with any other relevant members of staff. You can ask a friend or Wellbeing Mentor to support you, but not to speak for you
- The possible outcomes of an appeal are:
 - Your appeal is rejected
 - Your appeal is agreed to but with conditions attached to help you settle back into college, or,
 - Your appeal is agreed upon without attaching any conditions

Returning to College after being excluded

- Students who are excluded from College and whose appeal (if any) has been rejected will not be allowed to enrol at the College again for a period of two years from the date they were excluded. This can be extended up to a minimum period of 5 years
- Tutors completing the withdrawal procedure must ensure 'Exclusion' is highlighted where it is the reason for removing a student from the College
- After two years, excluded students can apply to return to the College by writing to the appropriate Assistant Principal
- The appropriate Assistant Principal will decide whether the learner can enrol and may arrange a meeting for the student to present their case

Higher Education at South Gloucestershire and Stroud College

- Higher Education providers in England are regulated by the Office for Students (OfS) and as such are committed to providing:
 - Innovative and engaging curricula.
 - Excellent and transparent quality assurance processes.
 - Supporting the access, continuation, and success of all students.
 - Supporting progression into work or further study.
- Positive student behaviour and engagement form the foundation of the student journey and related outcomes and are therefore central to the HE ethos at SGS College
- Higher Education at SGS supports the Positive Behaviour approach adopted at FE, with the added value of developing autonomy in our students
- The approach to behaviour is underpinned by several related Policies and Procedures:
 - Higher Education Student Code of Conduct
 - Higher Education Attendance and Engagement Policy
 - Assessment Policy
 - Anti-Harassment, Discrimination and Victimisation Policy for Higher Education, Professional and Adult students
 - Fitness to Study Policy and Procedure
 - Responsibilities attached to Student Finance
- As a Higher Education provider, we have a responsibility to support students to achieve their full potential whilst protecting them from unnecessary financial burdens which may occur from inappropriate use of the student loan
- Because of this, student engagement, progression and behaviour are tracked and reviewed at three critical points in the year, before each loan instalment. Further detail on this can be found in the Attendance and Engagement Policy listed above
- Where concerns about a student's conduct are raised, either by fellow students or staff, the policies above will be used to review behaviour in each area. The process will be tracked on Pro Monitor or My Concern, as appropriate, and advocates or carers will be involved if consent is given by the student
- HE students failing to meet appropriate standards of behaviour or conduct under the Code of Conduct and/or policies above will be supported towards more appropriate behaviour or conduct through managed Action Plans, agreed by the relevant student support teams and the student, within the agreed time frames, according to the specified policy process
- Students enrolled on the HE sports academies will be viewed in the same light as all other students, even when action plans may affect their rights to be part of the sports academy programme.

Appendix

Positive Behaviours Flow Diagram	P16
Action Plan for Stages 1-3	P17
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Letter of praise from teacher/tutor/assessor	TBC
Letter of commendation (AP)	TBC
Letter of commendation (College Principal)	TBC
Census points to review positive behaviours	TBC

Behavioural Policy: Flow Diagram

1. The expectation is that all students behave in a way that meets or exceeds SGS Standards
2. These standards are applied holistically and consider the SEMH of our learners
3. Meeting or exceeding this standard results in positive praise and importantly, increases your chances of success and progression
4. Failure to meet this standard may result in interventions, disciplinary action, and a possible ban from the Sports Academy and/or Bristol Institute of Performing Arts (BIPA)
5. Students can go up and down the disciplinary process, depending upon their behaviours and attitudes
6. Action Plans will last a period of at least 4 weeks



Case for Concern	Consequence	Academy and BIPA
Where a student is not meeting the SGS Standard, a cause for concern should be raised	<ul style="list-style-type: none"> The concern/s should be discussed with the teacher and tutor and the outcome documented on Pro-Monitor. Actions should be set Support functions must be informed if the learner is SEND, EHCP, LAC, Care Leaver, CP, CIN Academy and BIPA coaches informed 	<ul style="list-style-type: none"> No ban at this point Coaches should also monitor behaviours and attitudes
Stage 1: An informal warning <ul style="list-style-type: none"> Failure to meet the SGS standard Failure to meet the Action Plan Breach of the Student Code of Conduct 	<ul style="list-style-type: none"> Student placed upon an Action Plan for 4 weeks, reviewed at regular intervals Support functions must be informed if the learner is SEND, EHCP, LAC, Care Leaver, CP, CIN Academy and BIPA coaches informed If pre-16, a letter is sent home 	<ul style="list-style-type: none"> Academy ban for 14 days, including training and matches BIPA: suspension from rehearsals and performances for 14 days
Stage 2: Formal Written Warning <ul style="list-style-type: none"> Failure to meet the SGS standard Failure to meet the Action Plan Serious breach of the Student Code of Conduct 	<ul style="list-style-type: none"> Student placed upon an Action Plan for 4 weeks, reviewed at the end of each week Support functions must be informed if the learner is SEND, EHCP, LAC, Care Leaver, CP, CIN Academy and BIPA coaches informed Parent/Guardian informed Letter is sent home 	<ul style="list-style-type: none"> Academy ban for 28 days, including training and matches BIPA: The student is removed from their role Alternative work will be set
Stage 3: Final Written Warning <ul style="list-style-type: none"> Failure to meet the SGS standard Failure to meet the Action Plan Serious breach of the Student Code of Conduct Serious misconduct: Sexism, racism, harassment, bullying of any kind, verbal abuse 	<ul style="list-style-type: none"> Mandatory Action Plan and Code of Conduct Contract. Lasts 4 weeks Actions reviewed weekly Support functions engaged Meeting with Parent/Guardian If EHCP learner an emergency annual review will need to be arranged. If LAC or Care Leaver an emergency PEP will need to take place Possible suspension or exclusion 	<ul style="list-style-type: none"> Academy: 56 days suspension from training and matches BIPA: Suspended until further notice

Action Plan: Ready, Respectful and Safe

Stages 1, 2 and 3

- This Action Plan has been issued because the student has failed to meet SGS Standards and or/is not ready, respectful, or safe.
- The aim is to help the student to address their behaviours and to provide additional support and guidance.
- Failing to meet the Action Plan could result in further action being taken.
- If the student’s behaviour improves, they may be removed from the disciplinary process

Name of Learning Area Manager:	
Name of teacher/tutor/assessor:	
Name of Wellbeing Mentor (if applicable):	
Parents, guardians, or carers informed	YES <input type="checkbox"/> NO <input type="checkbox"/>
Name of student:	
Date issued:	
Date of Review (4 weeks after being issued):	

A brief overview of the issues (copy to Pro-Monitor)			
What is going well? (Focus on the student’s strengths, skills, and qualities. Identify coping strategies. Identify strategies that have been successful in the past)			
Restorative action (What happened? Why did it happen? Who has been affected? What needs to happen to repair the harm caused?)			
Targets	Who	Review date	Date achieved
Actions to ensure the student is ready to learn			
Actions to ensure the student is respectful			
Actions to ensure the student is safe			
Does the student need any additional support to meet the targets in their action plan?			

Students signature:

Date:

Staff signature:

Date:

Stage (1/2) Warning

Date:

Address:

Dear < Name >

This letter confirms that you have been given a written warning on < date > for < reason for warning >

I have had to give < name > a written warning for < reason for warning >. This is following an informal verbal warning given on < date >.

Unfortunately, < name > has not met the targets set at that time and therefore we have agreed on a further Action Plan.

I have had to give < name > a written warning for being involved in an incident of serious misconduct on < date >. That serious misconduct was <details of incident>.

* delete as appropriate

I enclose a summary of the warning and the agreed Action Plan resulting from it.

I am sure < name > will aim to meet the targets in the Action Plan and we look forward to seeing improvement.

However, if < name > fails to meet the targets, we may have no alternative but to move to the next stage of the disciplinary procedure, which could result in them being excluded from the college.

If you want to discuss this further, please get in touch.

Yours sincerely

< LAM's Name >

< Title >

< Contact Details >

Enclosed: Learner Action Plan

Copy to: Student's personal file
Parent or guardian (if appropriate)
Wellbeing Mentor
Pro-Monitor

Stage (3) Code of Conduct or Exclusion (meeting Invite)

Date:

Address:

Dear < Name >

You are invited to a meeting about < summary of suspension/disciplinary issue(s) and date(s) if appropriate >. This meeting will take place at < venue > on < date & time >. Please report to reception five minutes before the time of the meeting. A member of your family, a friend or a representative may support you at the meeting, but they cannot speak for you.

I enclose a copy of the Positive Behaviour Policy. I also enclose a copy of the < insert relevant report/action plan >, which will guide our meeting and you will be allowed to discuss this at the meeting.

If you do not come to the meeting, it will still go ahead, and a decision will be made in your absence.

Please contact < name & contact details > to confirm whether you can attend the meeting.

Yours sincerely

< Assistant Principal's Name >

< Title >

< Contact Details >

Enclosed: Disciplinary Policy
 Report or Action Plan relevant to the meeting

Copy to:

Vice Principal

Learner

Parent or guardian (if appropriate)

Education & Wellbeing Mentor

Learning Area Manager

Course tutor, teacher, or training advisor

The outcome of Stage 3 – Code of Conduct Contract

< Date >

< Addressee >

Dear < Name >

The outcome of the meeting on < date > was as follows.

< Insert outcomes/actions >

If you do not keep to the code-of-conduct contract, you will be excluded from the college.

I look forward to seeing you take responsibility for your actions and respond positively. Your success is important to us; however, the learning journey must be an equal partnership, and this requires a positive commitment from you.

Yours sincerely

< Assistant Principal name >

< Title >

< Contact Details >

Enclosed:

Code of Conduct Contract

Behaviour Policy

Copy to:

Vice Principal

Learner's file

Learner

Parent or guardian (if appropriate)

Education & Wellbeing Mentor

Learning Area Manager

Course tutor, teacher, or training advisor

The outcome of Stage 3 – Exclusion

< Date >

< Addressee >

Dear < Name >

The outcome of the meeting on < date > was as follows.

< Insert outcomes/actions >

If you do not keep to the code-of-conduct contract, you will be excluded from the college.

I look forward to seeing you take responsibility for your actions and respond positively. Your success is important to us; however, the learning journey must be an equal partnership, and this requires a positive commitment from you.

Yours sincerely

< Assistant Principal name >

< Title >

< Contact Details >

Enclosed:

Code of Conduct Contract

Behaviour Policy

Copy to:

Vice Principal

Learner's file

Learner

Parent or guardian (if appropriate)

Education & Wellbeing Mentor

Learning Area Manager

Course tutor, teacher, or training advisor

The outcome of Stage 3 – Exclusion Appeal

< Date >

< Addressee >

Dear < Name >

Dear < Name >

The outcome of Stage 3 Meeting – Exclusion

The outcome of the meeting on < date > was as follows.

< Insert outcomes/actions >

You may appeal against the decision to exclude you. I enclose a copy of the Behaviour Policy which outlines the procedure you must follow to appeal (see page 13 of the policy).

Yours sincerely

< Assistant Principal >

< Director of Curriculum Name

< Contact Details >

Enclosed:

Positive Behaviour Policy

Copy to:

Assistant Principal

Learner's file

Learner

Parent or guardian (if appropriate)

Education & Wellbeing Mentor

Learning Area Manager

Course tutor, teacher, or training advisor

Probationary Period

< Date >

< Addressee >

Dear Parents/Guardians,

South Gloucestershire and Stroud College run a probation system, and all learners are on probation during the first five weeks of their course.

During this period, learners will be assessed on their attendance, attitude, punctuality, aptitude, and performance. In addition, and to pass the probationary period the materials fee will need to be paid in full or evidence of an arranged bursary or instalment plan must be provided.

Your son/daughter/young person will also receive specific targets relating to their Programme of Study, these targets also need to be met within the first five weeks.

Failure to meet the probationary criteria or targets may result in removal from a Programme of Study.

Progression to the next year of a Programme of Study will be based upon the end of course achievement; particularly the results of English and maths exams, attendance, attitude, and disciplinary record. Progression to the next level is not automatic.

Yours Sincerely,

Learning Area Manager

Letter of praise (Teacher/tutor/assessor)

Date:

Address:

Commendation for < insert example >

Dear < name >

I am writing to thank you for your continued commitment to your studies and for consistently demonstrating positive behaviours inside and outside of the classroom. You have < insert example > and the impact has been < insert impact >. By way of a small thanks, you have been entered into the termly prize draw, which is only available to students with similar commendations. A copy of this letter has also been shared with the rest of your teachers.

I look forward to supporting your development and would encourage you to continue pushing and challenging yourself in all aspects of your studies.

Yours Sincerely,

< Insert name >

< Insert title >

Copy to:

Pro-Monitor
Parent, guardian, or carer (if appropriate)

Letter of praise (Assistant Principal)

Date:

Address:

Commendation for < insert example >

Nominated by < insert name >

Dear < name >

One of your teachers < name > has commented on your outstanding progress, stating < insert the quote from the teacher >. You have shown wonderful commitment and it is lovely to hear that you are making such great progress here at SGS. Keep up the good work and continue to challenge yourself, inside and outside of the classroom. By way of a small thanks, you have been entered into the termly prize draw, which is only available to students with similar commendations. A copy of this letter has also been shared with the rest of your teachers.

Yours Sincerely,

< Insert name >

< Assistant Principal >

Letter of praise (College Principal)

Date:

Address:

Commendation for < insert example >

Nominated by < insert name >

Dear < name >

I am delighted to be writing this commendation for < insert >. You are one of a small number of students who have demonstrated an ability to go well beyond the expected standards. Your < teacher / tutor / assessor > has commented < insert quote >

You should be very proud of your achievements to date. Keep up the hard work and I am sure you will achieve your goals and aspirations.

By way of a small thanks, you have been entered into the termly prize draw, which is only available to students with similar commendations. A copy of this letter has also been shared with the rest of your teachers. Well done and once again, thank you for making a difference

Yours Sincerely,

Sara-Jane Watkins

College Principal

SGS Standards: Census Points

1. Staff will review the student's attitudes, behaviours, and progress on a regular basis
2. Staff must record the standard at which the student is operating (1-5) in advance of the census point
3. Census point data will be shared via Pro-Portal and Parent Portal
4. Census point data will be reviewed by managers
5. Students operating well above the SGS Standard will receive a commendation
6. Students operating below the SGS Standard will require a 121 and support. An Action Plan will be generated and reviewed regularly

Census Point 1	Before Day 42
Census Point 2	Before Week 12
Census Point 3	Before Week 18
Census Point 4	Before Week 24
Census Point 5	Before Week 30

Example student profile

Well Below SGS Standards	Below SGS Standards	At SGS Standards	Above SGS Standards	Exceeds SGS Standards
1	2	3	4	5

Student name	Joe Bloggs
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Teacher	CP1	CP2	CP3	CP4	CP5
Teacher A	3	3	3	3	5
Teacher B	3	3	4	3	4
Teacher C	2	3	3	3	3
Average score	2.7	3	3.3	3	4

Example class profile

Class	X	Department	Y	Faculty	Z
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Student	CP1	CP2	CP3	CP4	CP5
A	4	4	4	5	4
B	3	3	4	3	3
C	2	1	1	2	1
D	2	2	3	2	2
E	4	4	5	4	4
F	3	3	3	3	3
G	3	3	2	3	3
H	2	2	3	3	3
I	4	3	3	3	3
J	4	3	4	3	4
K	4	5	4	4	4
Average score	3.18	3	3.27	3.18	3.09