

## The Heart of Yorkshire Education Group: Student Behaviour Regulation Policy

<b>Lead:</b> Executive Director – Student Experience and Student Support	<b>Status:</b> Approved
<b>Version:</b> 1.0	<b>Date of Version:</b> September 2025
<b>Approving Body:</b> Governing Body	<b>Supersedes:</b> N/A
<b>Approved on:</b> 9 September 2025	<b>Next Review date:</b> July 2027

### Equality analysis tool

1. Is the policy relevant to the public sector equality duty?	No
2. Have any concerns previously been raised about this policy or practice?	No
3. Is likely to result in discrimination against a protected group?	No
4. Does this policy positively contribute to the participation of under-represented groups in the College's activities?	No

### Version Control

Version	Date	Change(s)
1.0	July 2025	N/A: first version for Heart of Yorkshire Education Group

### Policy Statement

The Heart of Yorkshire Education Group Colleges (Castleford College, Selby College, and Wakefield College) aim to provide:

- A secure, welcoming, and friendly learning environment where students feel safe, enjoy their learning, and achieve their goals.
- A mechanism to positively support all student behaviours, attitudes, development, and progress, appropriate for the world of work and life.
- A process to address examples of where student behaviour(s) drop below expected standards – including isolated and repeated breaches.
- Help to ensure a tolerant and equal student experience through a stated and transparent process – inclusive of an appeals process. Embedded British Values of respect, tolerance, democracy, rule of law, and individual liberty to help ensure that all students experience of college is positive, professional, and safe.

<b>Policy Content</b>	<b>Page</b>
1. Policy Aims	3
2. Policy Scope	3
3. Definitions and Key Terms within the Policy	3
4. Introduction	5
5. My Success Code	6
2.3 Bullying Definition	6
2.4 Trauma Informed Practice	6
2.5 Equality, Diversity & inclusion	6
2.6 Dress Code	7
3 Summary of Stages of the Procedure	7
3.5.3 Investigation into Gross Misconduct	10
3.5.4 Student leave	10
3.5.5 Behaviour Regulation Panel	11
4 Exclusion	14
5 Appeals	15
6.1 Staff Responsibilities	16
6.2 Group's Responsibilities	16
6.3 Informing Others	16
6.4 Learners with Learning Difficulties or Disabilities	17
7 Documentation	17
8 Withdrawal from Course	17
9 Policy Monitoring and review	17
10 Criminal Offences	18
11 Time Periods	18
12 Variations and Amendments to Policy	18

## **Appendix**

1 My Success Code	19
2 Restorative Conversations	20
3 Trauma Informed Practice	21
4 Dress Code	22
5 EDI Policy Statement	23
6 Fitness to Study	24
7 FE Student Behaviour flowchart	25
8 HE Student Behaviour flowchart	26
9 Apprentice Behaviour flowchart	27
10 RTL – Ready to Learn	28
11 Witness Statement Proforma	29
12 CCTV Evidence Access Release	31

## **Policy Aims**

**This Student Behaviour Regulation Policy has four core aims:**

1. To set clear expectations for student behaviour, promoting a safe, respectful, and inclusive learning environment where all members of the college community can thrive.
2. To outline the procedures and consequences that apply to students when behaviour standards are not met, ensuring that responses to misconduct are proportionate, consistent, and focused on learning and restoration where appropriate.
3. To ensure all students are treated fairly, consistently, and with respect at every stage of the behavioural process, whether informal or formal, and that appropriate support is identified and offered to meet individual needs.
4. To set out the roles and responsibilities of staff in promoting positive behaviour and responding to misconduct, providing a framework that supports confident, consistent, and restorative behaviour management across the college.

## **Policy Scope**

This policy applies to all students across all provision types within the college, including full-time, part-time, and apprenticeship programmes, regardless of age or level of study. It also applies to student behaviour during any college-related activity, whether on-site or off-site, including trips, placements, work experience, and online engagement.

## **Definitions and Key Terms within the Policy**

### **1. Gross Misconduct**

The most serious type of breach of the college's behaviour expectations. It includes behaviour that causes, or has the potential to cause, serious harm to others, the college, or its reputation which could potentially result in permanent exclusion.

### **2. Misconduct**

Misconduct is behaviour that falls below the standards expected by the college. It may include actions such as disruptive behaviour, failure to follow policies, inappropriate language, or other breaches of college rules that impact the college environment.

### **3. Very Serious Breach**

A very serious breach is behaviour that causes significant disruption, harm, or risk to individuals or the college community. This may include repeated or escalating misconduct, serious incidents or behaviour that threatens the safety or wellbeing of others.

### **4. Bullying**

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace. (As defined by the Anti-Bullying Alliance).

## **5. Trauma-Informed Practice**

An approach that recognises the impact that past or current trauma can have on a student's behaviour, emotions, and learning. It involves responding with empathy, creating safe and supportive environments, and using strategies that avoid re-traumatisation while promoting wellbeing and inclusion.

## **6. Restorative Conversation**

A structured discussion following an incident or conflict. Its purpose is to reflect on what happened, understand how others were affected, and agree on positive actions to repair relationships and prevent recurrence.

## **7. Positive Behaviour Approach**

A proactive way of promoting positive conduct. It focuses on setting clear expectations, recognising and encouraging positive choices, and supporting students to take responsibility for their actions. The emphasis is on building respectful relationships and a positive college culture.

## 1 Introduction

- 1.1 In return for being admitted to the College and being provided with educational and other services and facilities, Heart of Yorkshire Education Group requires all its learners to conduct themselves according to the students' 'My Success' Code – Appendix 1.
- 1.2 Where a learner's conduct falls below the standards expected, the behaviour regulation procedure in this document will be followed. Repeated breaches or a single very serious breach of the students' 'My Success' Code may result in a learner being asked to take student leave or be excluded from the College.
- 1.3 This procedure deals with instances of misconduct. Cases directly relating to examined and assessed work which count towards a qualification should be dealt with by the relevant policy and procedure for FE, HE or Apprenticeship provision. It is also important to note that Apprentice misconduct which takes place in the workplace, could be subject to both misconduct procedures under the employers' policies and procedures, and the College Groups procedures.
- 1.4 Where the procedure refers to the relevant Group Executive Director, the personnel involved would be the Director/Senior Leader of the provision type i.e. HE, Apprenticeship and Adults. See Appendices 7 – 9 for more information.
- 1.5 Implementing this procedure may be an opportunity for the disclosure of a disability or learning difficulty. This procedure still applies to students with additional support needs. However, staff are strongly urged to seek further advice from the Additional Support Service to ensure that "reasonable adjustments" are being made and that The Equality Act 2010 is not breached. For example, by disciplining learners for a reason related to an aspect of their disability without having offered appropriate support.
- 1.6 Learners with learning difficulties and/or disabilities within the Inclusion department have additional considerations which must be followed and completed before progressing to the standard procedure, unless the severity of the behaviour warrants a direct movement to a stage in the standard procedure, e.g., gross misconduct.
- 1.7 All behaviour regulation action will be recorded on college management systems, as outlined in the procedure (Appendix 6 - 9).
- 1.8 The Behaviour Regulation process is a confidential matter. All discussions, documentation, and outcomes related to this process must be treated with the utmost discretion. The Heart of Yorkshire Education Group strictly prohibits the recording, distribution, or sharing of any part of these proceedings with external parties, including through social media platforms.

Any breach of confidentiality by a student, parent, carer, or guardian may lead to a review of the Behaviour Regulation outcomes for the student(s) involved.

## 2 'My Success' Code - for students

2.1 When learners enrol at the Heart of Yorkshire Education Group, they are agreeing that they accept the regulations concerning behaviour as described in the students' 'My Success' Code – Appendix 1.

2.2 When a student behaves in a way that is inconsistent with the 'My Success' Student Code (Appendix 1), the first step should be a restorative conversation to understand what happened, who was affected, and what needs to be done to resolve the situation. This process supports the education and adjustment of inappropriate behaviours and where a resolution is agreed, and all parties have been informed, no further action may be necessary dependent on the severity of the matter at hand. A template to guide the restorative conversation is in Appendix 2.

### 2.3 Bullying definition

the Heart of Yorkshire Education Group adopt the Anti-Bullying Alliance definition of bullying as being the '*repetitive, intentional hurting of a person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face-to-face or online.*' Behaviour of this nature will be defined as bullying and will be addressed accordingly through actions set out within this policy.

### 2.4 Trauma informed practice

We recognise that inappropriate student behaviour may be related to traumatic stress responses. To effectively maintain a safe and supportive learning environment for all students and staff, College utilises trauma-informed practice that avoids re-traumatisation and de-escalates challenging behaviour and is embedded in a system that supports positive behaviour (Appendix 3).

In practice, our approach, will be non-judgemental, affirm positive behaviours and provide both time and space for the student to talk openly about their version of what happened. Where appropriate, and in line with the student's choice, restorative practice and/or peer support, alongside student mentoring, will be considered within the process of determining ways that they can repair any harm done.

### 2.5 Equality, Diversity, and Inclusion

the Heart of Yorkshire Education Group EDI Statement is accessible via - <https://www.heartofyorkshire.ac.uk/documents/policies-procedures/human-resources/19-equality-diversity-inclusion-policy-statement/file>

## 2.6

### Dress Code

Although we encourage individuality, we do ask all students to be mindful that College is a professional environment. Please see Appendices 4 for full details.

Failure to comply with our professional environment dress code could result in behaviour regulation action. Students accessing courses which require PPE must follow guidance from departmental staff.

## 3

### Summary of Stages of the Procedure

A diagrammatic representation of the procedure may be found in Appendices 6 - 9. Interventions/steps to engage students (highlighted on appendices 6-9) should be used before instigating the formal stages of the behaviour regulation policy. The College advocates a positive behaviour approach. Positive behaviour management means that staff are working to intentionally create interactions which teach students about socially appropriate behaviour, which supports successful learning outcomes, at the same time as protecting dignity and self-esteem.

## 3.1

### Informal Action – Steps to engage students

#### 3.1.1

Positive Behaviour Techniques - Minor lapses from acceptable standards of behaviour should be dealt with informally by staff as part of their general management of learners and the learning process. Examples of appropriate interventions to engage students include:

- Restorative conversation (Appendix 2)
- Restating expectations - student 'My Success' code / RTL / others.
- Modelling appropriate behaviour
- Moving seat/work area
- Use of corrective feedback
- Use of non-verbal signals and feedback
- Distraction/diversion
- Subsequent praise for desired behaviour.

#### 3.1.2

### Cause for Concern - Some examples of such infringements might include:

- Lapses of acceptable standards of behaviour which require documenting as a cause for concern.
  - Non-compliance with the Student 'My Success' Code, RTL and/or Netiquette expectations.
  - Persistently poor behaviour and/or timekeeping.
  - Persistent missing/inaccurate kit including student ID badge and/or lanyard.
  - Anti-social behaviour and abusive language.
  - Incomplete/late submission of work (not applicable to HE Students).
  - Unauthorised attendance below 90%.

- Any other problem deemed a cause for concern by staff.

3.1.3 Early intervention(s) must be logged within student records system (ProMonitor)

## **3.2 Stage 1 – Behaviour Regulation Caution**

3.2.1 Stage 1 – Behaviour Regulation Caution should be used when informal action (steps to engage students) has not brought about the required improvements.

3.2.2.1 Examples of situations in which it is appropriate to use Stage 1 include:

- Non-compliance with the Student My Success Code, RTL and/or Netiquette expectations.
- Repeated abusive language and/or persistent inappropriate or poor behaviour.
- <85% attendance which is having an impact on achievement.
- Repeated incompletion of work or persistently handed in late, without reasonable grounds.
- Repeated Cause for Concerns.
- Any other issue deemed a Behaviour Regulation related issue by staff e.g. attendance/punctuality, Vaping or smoking in unauthorised areas, external issues being brought into the College.

## **3.3 Stage 2 – Behaviour Regulation Meeting**

3.3.1 Failure to comply with previously agreed action(s) or inappropriate behaviours of a more serious nature should invoke Stage 2 of the procedure agreed by the relevant Student Experience Support Leader (SESL) with the Curriculum manager(s).

3.3.2 Examples of situations in which it is appropriate to use Stage 2 include:

- Failure to comply with Stage 1 contract/actions.
- Threatening or aggressive behaviour, harassment, racism/sexism, misogyny, or other intolerance of any characteristics protected under EDI principles. Vandalism, plagiarism; bringing into College alcohol, drugs paraphernalia for personal use; threatening behaviour or harassment of other/s; cheating in formal exams or tests; vaping indoors, bullying (including cyber), and any off-site issue(s) that bring the Colleges name into disrepute.
- Any other issue deemed a Behaviour Regulation issue at this level and agreed by the Student Experience Support Leader.

## **3.4 Stage 3 – Behaviour Regulation Hearing**

3.4.1 Failure to comply with Stage 2 contract or actions would invoke Stage 3 of the procedure as would serious misconduct and/or any other conduct deemed to be a behaviour regulation issue at this level and agreed by the relevant Student Experience Support Leader (SESL) with the Head of Curriculum (HoC).

3.4.2 Examples of situations in which it is appropriate to move directly to Stage 3 include:

- Failure to comply with Stage 2 contract/actions.
- Dangerous conduct to other/s (e.g. violent or very threatening behaviour) whether on campus, within the vicinity of the College or off College premises; stealing from others or from College premises; deliberate misuse or damage of College safety devises, alarms and/or equipment; serious breaches of Health and Safety guidelines – including unsafe use of a vehicle and/or classroom equipment; bringing into College a weapon or banned implement; coming into College under the influence of drugs (including synthetic substances) or alcohol or whilst participating in College activities.
- Any other issue deemed a Behaviour Regulation issue at this level and agreed by the Head of Curriculum/SESL.

3.4.3 The relevant manager/leader in Student Experience should refer the student to the Student Support Impact Group.

3.4.4 For school-age students, Stage 3 acts as a final warning and a meeting is held with a parent/carer, a school representative and a member of the School Partnerships Team. If the contract is broken, students should be referred at this stage to the Local College Director. The School Partnerships Team lead will arrange for the student to return to his/her school. This is to avoid a situation in which a school-age student would not be able to progress into college at 16.

### **3.5 Stage 4 – Behaviour Regulation Panel**

3.5.1 Failure to comply with Stage 3 contract or actions, or gross misconduct would invoke Stage 4 of the procedure.

3.5.2 Examples of situations in which it is appropriate to move directly to Stage 4 include:

- Failure to comply with Stage 3 contracts/actions.
- Actions of Gross Misconduct.
- Any other issue deemed a Behaviour Regulation issue at this level and agreed by the Local College Director.

Additionally, any of the following may be deemed criminal acts:

- Behaviour of a racist, sexist or discriminatory nature.
- Malicious damage to, or theft of, the property of other learners, staff or visitors or college property.
- Consumption, possession, selling or distribution of intoxicating, dangerous or controlled substances.
- Violent or aggressive behaviour, including the carrying of weapons, or any other object with the intention of using them in a dangerous or threatening way.
- Fraud.
- Publication /distribution/accessing of material deemed to be of a terrorist nature.

- The malicious communication of a Fire/Bomb Hoax by any means including activation of the fire alarm/malicious call or email/text etc.

### 3.5.3 Investigation into Alleged Gross Misconduct

3.5.3.1 Where there is an allegation of Gross Misconduct, the relevant Local College Director and Head of Curriculum will agree which of them (or appropriate delegated person(s)) will lead the investigation, with the help of the Group Safeguarding Lead if the issues relate to safeguarding. The agreed lead will then undertake the investigation. This investigation will be prioritised and usually completed within 10 working days subject to availability of all parties. This may include interviewing witnesses and taking statements by a designated staff member, utilising the template as per Appendix 11. All statements should be signed and dated by the appropriate individuals. Students should be made aware that their anonymised statement may be shared as part of the proceedings. The investigation may also involve consulting with the Personal Tutor, or Programme/Course Co-ordinator, Programme Leader for HE, HE Student Engagement Team, Learning Support Co-ordinator, teachers, and support staff as part of the process of investigating the problem. All reasonable investigations should take place. Following conclusion of the investigation the date of the panel hearing will be notified within 5 working days.

3.5.3.2 The person leading the investigation agreed in 3.5.3.1 will ensure that all statements are suitable to be submitted to the student and Panel members and will not compromise the College's standing and/or reputation when shared externally.

The possible outcomes of this investigation are:

- No further action to be taken if the allegation proves unfounded.
- Progression to a Behaviour Regulation Panel, with the agreement of the relevant Executive Director, where the learner's suitability to remain at the College will be assessed including possible temporary suspension pending a Behaviour Regulation Panel.

### 3.5.4 Student Leave

Dependent of the seriousness of the alleged incident/allegation, to ensure an unbiased investigation and/or ensure the emotional welfare of the people involved Student Leave may be considered.

There are three different types of leave available and should be communicated clearly to students and parents if leave is required:

- **Suspension** – When the alleged incident/allegation has been deemed serious and there is strong evidence of wrongdoing from the student/s.
- **Investigation absence** – To allow for an unbiased investigation the student/s involved in the incident may be requested to take an investigation absence period to allow for a thorough investigation to commence.
- **Break in study** - When a student/s needs a period of time to regulate their emotions before committing to their studies (cool-down period) to avoid any

further welfare concerns or impact on their and others learning. This would likely only be a maximum of one day.

- 3.5.4.1 Learners will only be suspended if a senior leader considers the offence might ultimately lead to the learner's exclusion from college, the learner poses a risk to him/herself or others if they remain in college or would impact on the investigation of the incident. The relevant Head of Curriculum, Director or Senior Leader on Duty can action a period of student leave, suspension or investigation absence but must ensure that the relevant Local College Director or Head of Curriculum is advised of this at or before the point of the suspension/break in study or immediately following if unavailable. The student will be asked to hand over the student ID badge to a member of the college staff, normally the manager making the decision. For High Needs Students, the Head of Inclusion should also be advised. The Director or Head of the relevant provision type should also be informed.
- 3.5.4.2 Where it is decided to action a suspension/break or study/investigation leave, the relevant leader must notify the learner and parent/carer as soon as reasonably possible. The details of these communications should be logged on the student records with clearly stated dates.
- 3.5.4.3 For students who are on suspension/investigation leave, the relevant Head of Curriculum must arrange for work to be sent to the student in order that he/she can continue with coursework and does not fall behind unnecessarily. Learners who are on suspension/investigation leave from the College will be required to continue with their college work at home.
- 3.5.4.4 There may be circumstances where it is prudent to ask a student to take a break in study from the College for the day to cool-off or so that the facts surrounding an incident can be established. If the student is told to come back into college on the following day, this is not a suspension and students should not be told that they are being suspended, excluded or any similar vocabulary. In the case of the student being a High Needs Student, they should be sent to the HUB to cool-off rather than being sent home. If the incident is related to the safeguarding of the student, other students, or staff, the Head of Inclusion is to be informed to initiate an Emergency Review with the relevant Local Authority SEN Teams and other professionals working around the student.

## **3.5.5 Behaviour Regulation Panel**

- 3.5.5.1 A Behaviour Regulation Panel will be convened in any one of the following circumstances:
  - following the investigation above, where it is considered that the learner may have committed an act of gross misconduct and exclusion should be considered
  - the learner has breached a Stage 3 Contract and exclusion should be considered due to the seriousness of the breach

The relevant Local College Director must sanction the initiation of a Behaviour Regulation Panel.

- 3.5.5.2 The Behaviour Regulation Panel will normally be held within 10 days following notification of the date of the panel, unless additional time for further investigation is required.
- 3.5.5.3 The Executive Team Support administrator will inform the learner by letter/email, within 5 working days of being informed of the suspension, of the date and time of the Behaviour Regulation Panel and advise them they are entitled to be accompanied at the hearing by a parent/carer or friend to support them. The Executive Team Support administrator will also send the learner information on the Behaviour Regulation Policy. The Executive Team Support administrator will give at least 5 working days' notice of the date of the hearing wherever possible.
- 3.5.5.4 An Executive Team Support administrator will arrange a Behaviour Regulation Panel following an official request by the relevant senior leader. The Executive Team Support administrator will check that the relevant Local College Director has sanctioned the Panel Hearing.
- 3.5.5.5 The Executive Team Support administrator will inform the Director of Inclusion that a Panel Hearing is to be convened. This will enable the Director of Inclusion to determine whether the student is a High Needs Student. It may be that a multi-agency panel meeting is a more appropriate solution for a High Needs Students instead of a panel hearing. The Director of Inclusion will determine this based on the information provided at this point. If a multi-agency panel meeting is more appropriate; the Director of Inclusion will see that this is arranged.
- 3.5.5.6 The Behaviour Regulation Panel will be chaired by a Director or an impartial member of the Senior Leadership Team – see Appendices 7 - 9 for specific detail per provision type. An Executive Team Support administrator will act as note taker for the Panel. Where there are safeguarding concerns, a member of the Group's safeguarding team should attend in an advisory capacity.
- 3.5.5.7 The relevant personnel involved in an investigation will provide evidence documents to the Executive Team Support administrator. As a minimum, this should include:
  - A summary of the case to be answered.
  - Witness statements (*if appropriate*).
  - Any other relevant documentation.

The Executive Team Support administrator will provide the relevant online ProMonitor records.

- 3.5.5.8 The relevant personnel who have undertaken the investigation should check whether the learner has learning difficulties and/or disabilities and whether they are in receipt of Additional Learning Support and/or reasonable adjustments. Any relevant information should be included in the verbal briefing at the beginning of the Panel.

3.5.5.9 A curriculum leader from the area that the student is currently enrolled within will brief the panel. It may also be appropriate for a member of the Additional Support Team to brief the panel. A member of the Group's safeguarding team may also brief the Panel on previous similar cases if a precedent is required.

3.5.5.10 If under 18 at the start of the course, the learner's parent/carer will be invited by letter or email to attend the hearing. If the parent/carer is, for any reason, is unable or chooses not to attend a Behaviour Regulation Panel, the Behaviour Regulation Panel may take place in their absence, at the College's discretion, after reasonable attempts have been made to accommodate the parent/carer, including by rescheduling the meeting/panel (if appropriate). Additionally, the learner may invite a further person to provide support in the absence of the parent/carer. For example, a family member or student union representative. For the avoidance of doubt, there is no requirement to send a letter/email of invitation to attend a meeting/panel to the parent/carer of a student who is over 18 at the start of their course.

3.5.5.11 If the learner fails to attend the Behaviour Regulation Panel, the panel may consider the case in their absence.

3.5.5.12 The possible outcomes of a Behaviour Regulation Panel for FE students are:

- No further action to be taken if the allegation proves unfounded
- A Stage 4 Behaviour Regulation Panel Contract, this could possibly include:
  - (a) Change of group
  - (b) Change of campus
  - (c) Working in the HUB
  - (d) Modified programme
  - (e) Partial timetable.
- A recommendation to the Principal to exclude the learner from the College as outlined in 7 below.

3.5.5.13 The possible outcomes of a Behaviour Regulation Panel for HE students are:

- No further action to be taken if the allegation proves unfounded.
- A stage 4 Behaviour Regulation Contract; this could possibly include:
  - (a) The Student to pay compensation, within a specified period, to the College or to any other person, in the event that the Student's misconduct involved damage to the property of the College or of such other person, to not more than the cost of repair of such damage or, if the property is damaged beyond repair, the value of the property; and/or
  - (b) Agreed actions for change; and/or
  - (c) Require the Student to sign a statement agreeing to modify his/her future behaviour; and/or
  - (d) A note to state the findings of the Student Behaviour Regulation Panel will be placed on the student's personal file, and may be referred to if the School/Centre/University is requested to provide a reference for the student
  - (e) Notification, where applicable, to the relevant University partner

- a recommendation to the Principal to exclude the learner from the College as outlined in 7 below.

3.5.5.14 The possible outcomes of a Behaviour Regulation Panel for Apprenticeship students are:

- No further action to be taken if the allegation proves unfounded.
- A stage 4 Behaviour Regulation Contract; this could possibly include:
  - (f) Agreed actions for change; and/or
  - (g) Require the Student to sign a statement agreeing to modify his/her future behaviour; and/or
  - (h) A note to state the findings of the Student Behaviour Regulation Panel will be placed on the student's personal file, and may be referred to if the School/Centre/University is requested to provide a reference for the student
  - (i) Notification, where applicable, to the relevant employer partner
- a recommendation to the Principal to exclude the learner from the College as outlined in 4.1 below.

3.5.5.15 The outcomes of a Panel will be sent by letter/email to the learner and a copy uploaded to our student records system and those identified in 6.2 as appropriate.

3.5.5.16 The outcomes will be recorded by the Executive Team Support administrator on the Stage 4 section within ProMonitor and include the details of the letter/email and any associated contract.

3.5.5.17 Should a learner subsequently breach a Stage 4 Contract, which arose from a Behaviour Regulation Panel, the matter should be referred to the Chair of the panel for a decision.

## 4 Exclusion

- 4.1 Where the outcome is to recommend exclusion, the Principal will review the evidence and confirm (or otherwise) the Panel's decision. A letter/email confirming the decision reached will be sent to the learner and a copy sent to those identified in 6.2 as appropriate.
- 4.2 The period for which a learner is excluded from the College will be commensurate with the seriousness of their misconduct but will not normally exceed three years and should be stated.
- 4.3 Learners excluded from the Heart of Yorkshire Education Group may not enrol on a different course or programme at another College within the group, or any of its sub-contracted providers during their period of exclusion.
- 4.4 Learners excluded from full-time courses may apply, at the discretion of the Principal, to join a part-time programme of study if they are in employment and sponsored by an employer.

4.5 The learner will have the right to appeal against the decision to exclude them as in Section 5 below.

## 5 Appeals against Behaviour Regulation Panel Outcomes

5.1 If a learner wishes to appeal against a panel outcome, they must lodge a written notice of appeal with the Clerk to the Corporation within 10 working days of receipt of the letter/email from the College confirming that outcome. The letter/email must detail the grounds for the appeal. The Clerk will give 5 working days' notice of the date of the hearing and the hearing itself will normally take place within 15 working days after receipt of the letter/email of appeal.

5.2 Appeals in respect of any panel outcome will be considered by a hearing chaired by a member of the Executive Team, and two members of the Senior Leadership Team not involved in the original Panel.

5.3 The Clerk to the Corporation will make all necessary arrangements for an Appeal Hearing. The Clerk to the Corporation will inform the learner by letter/email, within 10 working days of receipt of the letter/email of appeal, of the date and time of the hearing and advise that they may be accompanied at the hearing by a parent/carer or friend to support them. If under 18, the learner's parent/carer will be invited by letter to attend the Appeal hearing. If an Apprentice, the employer will be invited to attend. The Clerk will also send information on the Appeals process and a copy of the documentation supplied to the Panel to the learner. Where the documentation includes personal data relating to other individuals, this will be redacted where possible. If redaction is not feasible (for example, where the identity of a third party would remain apparent) a summary or alternative format may be provided instead, in line with data protection principles and the College's privacy obligations.

5.4 The Chair of the original Panel will brief the Appeal Hearing. Other learners and members of staff may also be required to attend the Appeal Hearing.

5.5 If the learner fails to attend the Appeal Hearing, the Panel may consider the case in their absence.

5.6 The possible outcomes of an Appeal Hearing are that the previous outcome is:

- Confirmed.
- Substituted with a reduced outcome; or,
- Withdrawn with no other outcome substituted.

5.7 The decision of the Appeal Hearing is final. A letter/email confirming the decision reached will be sent to the learner, within 5 working days, by the Chair of the Appeal Hearing and copied to those identified in 6.2 as appropriate.

## **6 Managing the Behaviour of Learners**

### **6.1 Staff Responsibilities**

6.1.1 All staff are expected to take ownership of their ongoing professional development in relation to behaviour management and to play an active role in promoting and regulating positive learner behaviour. Staff must respond to situations promptly and consistently, following the procedures outlined below. This may include addressing issues such as learners vaping or smoking in prohibited areas, ensuring adherence to Ready to Learn standards, or participating in Behaviour Regulation Panels that may lead to exclusion from College.

6.1.2 It is the responsibility of teaching staff to ensure that learners are made aware of College expectations and the consequences of unacceptable behaviour at induction and at appropriate times during the year. To effectively support behaviour regulation, staff should actively engage in developing and use trauma-informed practices, as appropriate, recognising the impact of trauma on behaviour and the importance of compassionate, reflective responses.

### **6.2 Group's Responsibilities**

The Group recognises its responsibility to equip staff with the necessary knowledge and skills to implement this policy effectively and to manage student behaviour consistently. To this end, the Group provides professional development opportunities through structured induction programmes, ongoing staff development activities, and regular team meetings. Where appropriate, individual support and access to external training are also made available to address specific factors influencing student behaviour. This approach ensures that staff are supported in maintaining high standards of practice in line with the requirements of this policy.

### **6.3 Informing Others**

6.3.1 If the learner is still of compulsory school age, the relevant school and/or the Local Authority and the Programme Manager: Partnerships will be notified of any Behaviour Regulation action.

6.3.2 If the learner is under 18 at the start of the course, parents/carers will be notified of any Behaviour Regulation action at Stage 1 or above. Any decision not to contact parents/carers of this age group must be made by the relevant senior leader. This will only occur in exceptional circumstances, for example, if the learner is living independently or there is a safeguarding related concern. In the case of vulnerable learners who are over 18 – for example, those with a learning difficulty and/or disability – the College may involve parents/carers and/or other relevant agencies if such arrangements are agreed with those learners. For the avoidance of doubt, there is no requirement to notify parents/carers of any behaviour regulation action relating to learners aged 18 or over at the start of their current course.

6.3.3 If a learner is sponsored by an employer, that employer will be notified of any behaviour regulation action.

6.3.4 In the event of an exclusion, if the learner is a High Needs Students, the relevant Local Authority will be informed, and any appeal should be considered in line with the relevant Local Authority contract.

#### **6.4 Learners with Learning Difficulties and/or Disabilities**

6.4.1 Learners with additional support needs are entitled to consideration of reasonable adjustments at all stages of the procedure – for example, by the provision of a learning support worker or communication support worker or by providing information in an alternative format. In such instances, the Director of Inclusion and/or tutors will be informed and involved.

6.4.2 Additional Support staff should not act as an advocate for learners as this may lead to a conflict of interest.

6.4.3 Following these procedures may help identify underlying disabilities or learning difficulties that present as behavioural challenges or barriers to academic progress. This should be discussed with the learner and referred (if the learner agrees) to the Additional Support Team who will advise the tutor of any “reasonable adjustments” that may be needed. If the learner does not agree it should be made clear what the consequences of that may be. (In this case, advice can still be sought from Additional Support without disclosing the learner’s name).

### **7 Documentation**

7.1 It is essential that records are made of each stage of the proceedings using the appropriate systems as contracts or other documentation may be called upon as evidence at later stages of the procedure.

### **8 Withdrawal from Course**

8.1 If a student withdraws from their course prior to the commencement of behaviour regulation procedures, this will be flagged on the student’s record as an outstanding behaviour regulation matter which must be concluded by the enrolling Head of Curriculum, before any subsequent enrolment can take place.

### **9 Policy Monitoring and Review**

9.1 All action will be recorded in ProMonitor.

9.2 Regular and annual updates are provided to the Curriculum and Quality Committee on our behaviour regulation meetings.

9.3 The Behaviour Regulation Policy will be reviewed, normally every two years, by the Governing Body.

## **10      Criminal Offences**

- 10.1 Where it is believed that a learner may have committed a criminal offence, a member of the Senior Leadership Team, may, depending on the offence, refer the matter to the Police and may either continue behaviour regulation proceedings as detailed in this document or require the learner to work at home pending the outcome of police enquiries.
- 10.2 Where the learner has been required to work at home under this provision, the College reserves the right to recommence proceedings as detailed in this document in relation to the matter when the results of those enquiries and any criminal proceedings are known.
- 10.3 Any behaviour regulation action relating to alleged criminal offences will be based on evidence from a thorough investigation and the belief by the staff member that this will not require a criminal conviction.
- 10.4 It is emphasised that in relation to the application of this procedure the College is not bound by the results of any criminal proceedings against learners.
- 10.5 Should the Police request information about any of our students in relation to a criminal investigation, this can only be provided on receipt of an appropriate DP7 (data release form) from the Police.

## **11      Time Periods**

- 11.1 Time periods stated in this procedure are for guidance and may be varied by the College if it is not practicable to adhere to them. Written notice of any such variations will be given to the learner.
- 11.2 Periods of days in this procedure are working days rather than calendar days. Documents will be sent by email. In the absence of this, by recorded post to ensure receipt.

## **12      Variations and Amendments to this Procedure**

- 12.1 In some cases it may be necessary to make variations to aspects of this procedure. The College may make such variations as it sees fit, subject to informing the learner concerned and subject always to considerations of fairness. Such variations may include behaviour regulation, or appeals interviews being conducted by different persons, if the person who should otherwise be conducting the interview is unavailable or has previously had close personal involvement in the matter to be considered.
- 12.2 For clarification on the operation of this procedure, learners and staff should contact the Governance Support Officer to the Clerk to the Corporation.



**Heart of Yorkshire  
Education Group**

# 'MY SUCCESS' CODE

Welcome to Castleford, Selby, and Wakefield Colleges - a vibrant, supportive community where your success matters.

By choosing to study with us, you're joining a college built on respect, responsibility, and shared ambition.

The 'My Success' Code sets out the standards of behaviour and commitment we all agree to uphold, helping to create an environment where everyone can thrive.

By joining us, you're agreeing to uphold these values to build a safe, supportive, and successful learning community.



### STAY SAFE, STAY EMPOWERED

- + Wear your student ID and lanyard proudly - it shows you belong to a safe, vibrant learning community.
- + Act in ways that promote safety for yourself and others - your awareness helps keep everyone protected.
- + Only those with permission are allowed on college sites, maintain our secure environment & do not invite anyone else to our college spaces.
- + Maintain a clear mind and safe space by avoiding substances or items that can harm health, focus, or wellbeing.
- + Stand up for what's right - reject extremism, exploitation, or radicalisation, and support others in doing the same.
- + If something doesn't seem right, speak up - your voice helps us all stay strong and safe.



### BE PREPARED TO SUCCEED

- + Embrace all College guidelines with a positive and cooperative attitude - your flexibility and professionalism set you up for success.
- + Arrive on time, fully engaged and ready to participate in every part of your learning experience.
- + Keep your communication strong: let us know if you're unable to attend, and keep your employer informed if you're an apprentice.
- + Commit to your goals by completing every exam and assessment you're entered for.
- + Come to class ready - with all necessary materials, uniforms, and safety gear (PPE).
- + Respect your learning space by keeping food and drink (except bottled water) out of classrooms.
- + Take ownership of your journey: meet all deadlines and catch up on anything you miss with determination.



### SHOW RESPECT AND EMBRACE COMMUNITY VALUES

- + Lead with kindness and treat everyone - staff, fellow students, and visitors - with fairness and respect, celebrating all backgrounds and identities.
- + Help foster a positive and inclusive environment by standing against bullying, harmful jokes, or disrespect in any setting, including online.
- + Use only designated areas for smoking or vaping, to help keep our shared spaces clean and welcoming for all.
- + Look after our College environment and respect the property and belongings of others.
- + Choose clothing that reflects the professionalism and respect you bring to your learning and peers - in accordance with our student dress code.



## Appendix 2

### Restorative Conversations

Restorative practice is a term used to describe behaviours, interactions and approaches which help to build and maintain positive, healthy relationships, resolve difficulties and repair harm where there has been conflict.

Restorative conversations allow a victim and/or culprit(s) to demonstrate empathy, they help to demonstrate how to resolve conflict, and most importantly, allow all learners to have a voice.

It's an opportunity for all involved in a situation/matter to express their feelings about their experience(s) and how a situation/matter impacted upon them. When undertaking restorative conversation learners are empowered to share responsibility by using a solution-focused approach, which supports positive change.

#### Why use restorative conversations?

- To explore/overcome/remove barriers
- To reduce the likelihood of conflict and/or reoccurrence of a situation/matter
- To raise understanding of shared accountability and social responsibility
- To strengthen relationships and to proactively promoting a sense of belonging

#### What are the important elements to a restorative conversation?

- A strong supportive culture of reflection
- All have the opportunity to say "what happened"/are given a voice
- All have the opportunity to communicate how it made them feel
- Reiteration of high expectations
- Create a plan together that sets all up for success

#### What are the five steps undertaken during a restorative conversation?

- **Unique perspective**
  - What has happened? Start from the beginning...
- **Thoughts and feelings**
  - What where/are you thinking?
  - What were/are you feeling?
- **Impact**
  - Who has been affected?
  - How have they been affected?
  - What has been the hardest thing for you?
  - What did you think when you realised what had happened?
- **Needs**
  - What do you need to find closure/to move on/for things to be better?
- **Next Steps**
  - What needs to happen now?

Staff are to log a summary of the conversation via the corresponding meeting/notes type, within the relevant management system (ProMonitor)

# THE TRAUMA-INFORMED PERSPECTIVE

## Problem Focused Perspective

Over-sensitive and reactive

Aggressive behaviour

Refuses help

Repeats abusive relationship patterns

No motivation

Avoids people

Disengaged

## The Trauma-Informed Perspective

Trauma is being re-triggered, resulting in strong emotions

Is always aware of potential threats and relies on anger to stay safe

Shame is triggered when help is offered

Low self-esteem and expectations result in repeated relationship styles

Has depression or PTSD and avoidance is a way to manage discomfort

Way to manage stress and re-triggering

Could be experiencing dissociation from trauma



# Dress Code

## at the Heart of Yorkshire Education Group

At the Heart of Yorkshire Education Group, we don't have a formal dress code or uniform but we do ask all students to be mindful that College is a professional environment.

Therefore, we ask you **not to wear:**

- Clothes that cause offence to others
- Items that expose significant amounts of flesh such as crop tops, transparent clothing and exceptionally short skirts or shorts
- Clothing with discriminatory, explicit or sexual slogans or images
- Hats and hoods whilst in RTL/Teaching areas
- Excessively high heels



The Group student 'My Success' code asks learners to:

**'Wear suitable clothing for a college and studying environment to avoid causing offence to any individuals or groups'.**

We also follow an industry-standard dress code for those studying courses such as construction, catering and automotive. You must abide by these for health and safety, and personal protection reasons, and they will have been shared with you during enrolment.

## Appendix 5

### Equality Diversity and Inclusion Policy Statement

We are committed to achieving equality for all students, staff, and other College users, and to ensure that all students, whatever their background, have the opportunity to benefit from excellent and inspirational educational opportunities.

We aim to be fully inclusive, working to eliminate discrimination, promoting equality, and embracing diversity in all that we do. We celebrate the rich variety of people who make up our communities, from different cultures and different ethnic backgrounds. Some may have a disability; others may follow different religions. We may differ in our sexual orientation, languages, or belief systems but we are united by an ambition to succeed and fulfil our potential.

We seek to ensure that no member of the College community receives less favourable treatment on the grounds of their age, disability, gender, gender identity, race, religion or belief, sexual orientation, and socio-economic background. We seek to address any disadvantage suffered previously.

We will tackle discrimination; promote equality of opportunity and good relations between all people. We are committed to providing services that promote equality, value diversity and community cohesion and strive to ensure that everyone is treated with respect and dignity.

#### Our Commitment

We are committed to going above and beyond meeting our legal obligations and achieving our targets. We strive for a truly inclusive culture where everyone can thrive to reach their true potential. This means treating people with dignity and respect and recognising the value of individuals. We have an on-going commitment to ensuring that our services meet the varied and individual needs of staff and students.

We will:

- tackle any gaps in the success, retention, or achievement rates for any groups.
- actively seek to understand and learn from staff and students lived experience through staff and student voice mechanisms.
- make sure that our employment practices are fair and promote equality.
- continue to take positive action to address any under representation in the staff, student, and Board profile.
- work to eliminate any barriers that might inhibit the success or progression of any groups of staff or students.
- actively celebrate the rich diversity of our staff, students, and the communities they belong to.

## Appendix 6

### Fitness To Study

The Heart of Yorkshire Education Group are committed to supporting students and recognise the importance of a student's health and wellbeing in relation to their academic progress and their ability to take part in the wider student experience.

We recognise that the cause of student engagement may include issues relating to their health and general wellbeing, and where Behaviour Regulation action may not be appropriate to address such concern, consideration of 'Fitness To Study' can be made, when concerns raised about a student's attendance/behaviour due to...

Medical and/or Physical Health factors.

Mental Health and/or Wellbeing factors.

Young Adult Carer responsibilities.

External/Background factors.

Or, any of the above, when it adversely affects the H&S of the student(s) and/or other staff or students.

The meeting stages of this process allow for restorative conversations, consideration of all mitigating factors, and for reasonable adjustments to be considered that may assist the student and/or the College to support improvement.

This process runs alongside the Behaviour Regulation process, meaning that students may also be issued with a Behaviour Regulation contract, if/when the college deem this the correct next action.

#### Stage 1 - Fitness To Study Intervention

Personal Tutor to arrange a 'Fitness To Study Intervention'.

Logged in ProMonitor, with agreed actions set out in the meeting notes.

Parent/Carer and Employer (for an apprentice if appropriate) informed of the meeting. If parent/carer unable to attend, the student can bring a further person to support and the Personal Tutor will confirm outcome of the meeting once the actions have been agreed.

Outcome of the intervention meeting to be communicated to college staff by adding a comment within the ProMonitor meeting record.

#### Stage 2 - Fitness To Study Meeting

SESL and CDM/SAM/PL = 'Fitness To Study Meeting' logged in ProMonitor – with agreed actions set out in the meeting notes.

Consideration of a possible 'student leave', inline with the HoY Behaviour Regulation Policy – section 3.5.4.

Parent/Carer and Employer (for an apprentice if appropriate) invited to attend the meeting. If parent/carer unable to attend, the student can bring a further person to support and the Personal Tutor will confirm outcome of the meeting once the actions have been agreed.

Outcome of the meeting to be communicated to college staff by adding a comment within the ProMonitor meeting record.

Student to be added to the relevant AVAR by Personal Tutor upon completion of this meeting for consideration in the AVAR monitoring process.

#### Stage 3 - Fitness To Study Hearing

SESL and HoC = 'Fitness To Study Hearing' logged in ProMonitor – with agreed actions set out in the meeting notes.

Consideration of a possible 'student leave', inline with the HoY Behaviour Regulation Policy – section 3.5.4.

Parents/Carers and Employer (for an apprentice if appropriate) invited to attend the meeting. If parent/carer unable to attend, the student can bring a further person to support and the Personal Tutor will confirm outcome of the Hearing once the actions have been agreed.

Outcome of the intervention meeting to be communicated to college staff by adding a comment within the ProMonitor meeting record.

Student to be added to the relevant Student Support Impact Group by the SESL upon completion of this meeting.

#### Note

If the agreed actions are not achieved after each stage, the student could be considered for Behaviour Regulation meeting (BR1-BR4). If the student has a Education Health and Care Plan, and reaches stage 3, then an emergency EHCP review meeting may be called.

\*The above is not an exhausted list, it is more a list of examples. Professional judgement is required to interpret each matter being addressed on its individual merit.

## Appendix 7 - FE Behaviour Regulation Flowchart

Stage	Type	Examples of...	Responsibility/Action/Evidence
Informal	Use of Positive Behaviour Techniques	Minor instances of misbehaviour, low level disruption addressed verbally	On campus and/or classroom management by any staff member - No documentation required. And/or consideration of a restorative conversation, if/as relevant and if all parties agree – record in ProMonitor, as per Appendix 2 guidance.
	Cause for Concern	Lapses of acceptable standards of behaviour which require documenting. Persistent poor behaviour and/or timekeeping. Persistent missing/inaccurate kit – including student ID badge and lanyard. Anti-social behaviour & abusive language. Incomplete/Late submission of work. Unauthorised attendance below 90%. Any other problem deemed a Behaviour Regulation related issue by staff.	Any staff member – academic, management, support, security. Action - Logged within ProMonitor against student within learner comments including any learner agreement. And/or consideration of a restorative conversation, if/as relevant and if all parties agree – record in ProMonitor, as per Appendix 2 guidance.
Before consideration of each of the below stages the following needs to be evidenced prior to/between each stage – A log of parental/carer contact, a logged ILP meeting discussing the concern, a logged intervention, a developmental SMART target.			
Formal	Stage 1 Behaviour Regulation Caution	Non-compliance with the Student 'My Success' Code, RTL and/or Netiquette expectations. Repeated abusive language and/or persistent Inappropriate or poor behaviour. <85% attendance which is having an impact on achievement. Repeated incompletion of work or persistently handed in late, without reasonable grounds Repeated Cause for Concerns. Any other issue deemed a Behaviour Regulation related issue by staff e.g. attendance/ punctuality, Vaping or smoking in unauthorised areas, external issues being brought into the College.	Personal Tutor = Stage 1 Behaviour Regulation Caution logged. 'Behaviour Regulation Caution' meeting recorded in ProMonitor – with agreed actions set out in a contract. Possible temporary student leave, inline with policy guidance (3.5.4). Notify parent/carer of the outcome once the contract has been agreed. Communicated to SESL. And/or consideration of a restorative conversation, if/as relevant and if all parties agree – record in ProMonitor, as per Appendix 2 guidance.
	Stage 2 Behaviour Regulation Meeting	Failure to comply with Stage 1 contract/actions. Threatening or aggressive behaviour, harassment, racism/sexism, misogyny, or other intolerance of any characteristics protected under EDI principles. Vandalism, plagiarism, bringing into College alcohol, drugs paraphernalia for personal use; threatening behaviour or harassment of other/s; cheating in formal exams or tests: vaping indoors, bullying (including cyber), and any off site issue(s) that bring the colleges name into disrepute Any other issue deemed a Behaviour Regulation issue at this level and agreed by the SESL	SESL and CDM/SAM/PL = Stage 2 Behaviour Regulation Meeting logged. 'Behaviour Regulation Meeting' recorded in ProMonitor – with agreed actions set out in a contract. Possible temporary student leave, inline with policy guidance (3.5.4). Parents/Carers invited to attend the meeting, if unable to attend, confirm outcome of the meeting once the contract has been agreed. Communicated to college staff by adding a contract comment within the meeting record in ProMonitor.
	Stage 3 Behaviour Regulation Hearing	Failure to comply with Stage 2 contract/actions. Dangerous conduct to others/s (e.g. violent, or very threatening, behaviour) whether on campus, within the vicinity of the College or off College premises; stealing from others or from College premises; deliberate misuse or damage of College safety devices, alarms and/or equipment; serious breaches of Health and Safety guidelines - including unsafe use of a vehicle and/or classroom equipment; bringing into College a weapon or banned implement; coming in to College under the influence of drugs (including synthetic substances) or alcohol or whilst participating in College activities. Any other issue deemed a Behaviour Regulation issue at this level and agreed by the Head of Curriculum/SESL.	SESL and HoC = Stage 3 Behaviour Regulation Hearing logged. 'Behaviour Regulation Hearing' Meeting recorded in ProMonitor – with agreed actions set out in a contract. Possible temporary student leave, inline with policy guidance (3.5.4). Parents/Carers invited to attend the contract meeting, if unable to attend, confirm outcome of the meeting once the contract has been agreed. Communicated to college staff by adding a comment within the meeting record. SESL to refer to Student Support Impact Group (SSIG) and discuss within relevant AVAR.
	Stage 4 Behaviour Regulation Panel	Failure to comply with Stage 3 contract/actions. Actions of Gross Misconduct. Any other issue deemed a Behaviour Regulation issue at this level and agreed by the Local College Director.	Panel is formed of 3 x SLT members, including the relevant SLT manager of the provision type of the student in question – as per the Behaviour Regulation Policy guidance. Panel Chaired by a Director or SLT member. Possible panel outcomes – exclusion, return with adjustments (including a contract), or return with no adjustments. 'Behaviour Regulation Panel' meeting recorded in ProMonitor. Communicated to college staff by adding a comment within the meeting record. SESL to refer to Student Support Impact Group (SSIG) and discuss within relevant AVAR.

*Note* – The above is not an exhausted list, it is more a list of examples.

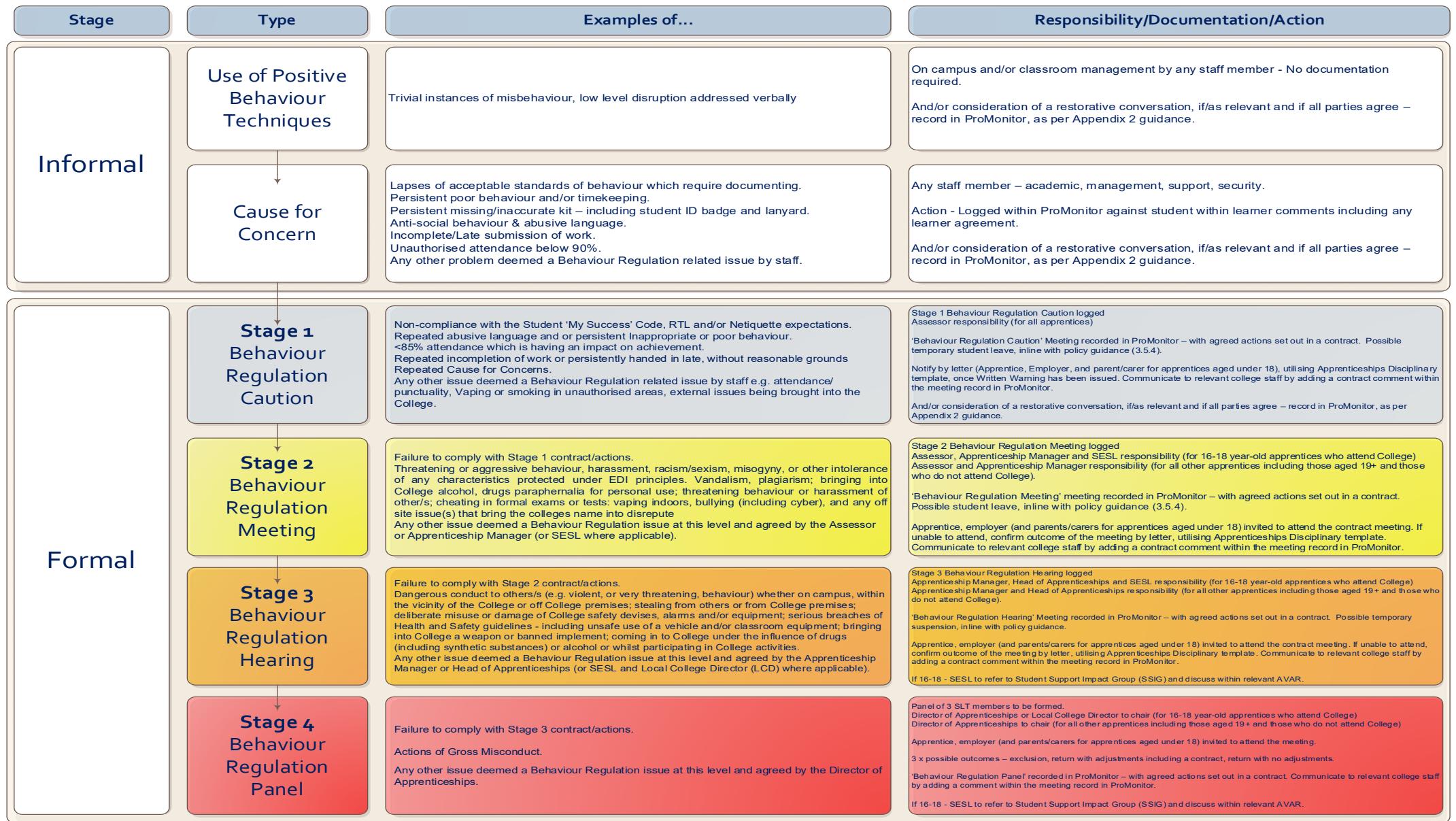
Professional judgement is required to interpret each matter being addressed on its individual merit.

## Appendix 8 - HE Behaviour Regulation Flowchart

Stage	Type	Examples of...	Responsibility/Action/Evidence
Informal	Use of Positive Behaviour Techniques	Minor instances of misbehaviour, low level disruption addressed verbally	On campus and/or classroom management by any staff member - No documentation required And/or consideration of a restorative conversation, if/as relevant and if all parties agree – record in ProMonitor, as per Appendix 2 guidance
	Cause for Concern	Lapses of acceptable standards of behaviour which require documenting. Persistent poor behaviour and/or timekeeping. Persistent missing/inaccurate kit – including student ID badge and lanyard. Anti-social behaviour & abusive language. Incomplete/Late submission of work. Unauthorised attendance below 90%. Any other problem deemed a Behaviour Regulation related issue by staff.	Any staff member – academic, management, support, security Action - Logged within ProMonitor against student within learner comments including any learner agreement. And/or consideration of a restorative conversation, if/as relevant and if all parties agree – record in ProMonitor, as per Appendix 2 guidance
Before consideration of each of the below stages the following needs to be evidenced prior to/between each stage – A log of student contact, a logged ILP meeting discussing the concern, a logged intervention, a developmental SMART target.			
Formal	Stage 1 Behaviour Regulation Caution	Non-compliance with the Student 'My Success' Code, RTL, Netiquette expectations and/or the requirements of the awarding body. Repeated abusive language and or persistent Inappropriate or poor behaviour. <85% attendance which is having an impact on achievement. Repeated incompletion of work or persistently handed in late, without reasonable grounds Repeated Cause for Concerns. Any other issue deemed a Behaviour Regulation related issue by staff e.g. attendance/ punctuality, Vaping or smoking in unauthorised areas, external issues being brought into the College.	Programme Leader = Stage 1 Behaviour Regulation Caution logged. 'Behaviour Regulation Caution' meeting recorded in ProMonitor – with agreed actions set out in a contract. Communicated to HE Student Engagement Co-ordinator. And/or consideration of a restorative conversation, if/as relevant and if all parties agree – record in ProMonitor, as per Appendix 2 guidance.
	Stage 2 Behaviour Regulation Meeting	Failure to comply with Stage 1 contract/actions. Threatening or aggressive behaviour, harassment, racism/sexism, misogyny, or other intolerance of any characteristics protected under EDI principles. Vandalism, plagiarism; bringing into College alcohol, drugs paraphernalia for personal use; threatening behaviour or harassment of other/s; cheating in formal exams or tests; vaping indoors, bullying (including cyber), and any off site issue(s) that bring the colleges name into disrepute Any other issue deemed a Behaviour Regulation issue at this level and agreed by the HE Student Engagement Co-ordinator	HE Student Engagement Co-ordinator = Stage 2 Behaviour Regulation Meeting logged. 'Behaviour Regulation Meeting' recorded in ProMonitor – with agreed actions set out in a contract. Possible temporary student leave, inline with policy guidance (3.5.4). Student invited to attend the meeting, if unable to attend, confirm outcome of the meeting once the contract has been agreed. Communicated to college staff by adding a contract comment within the meeting record in ProMonitor.
	Stage 3 Behaviour Regulation Hearing	Failure to comply with Stage 2 contract/actions. Dangerous conduct to others/s (e.g. violent, or very threatening, behaviour) whether on campus, within the vicinity of the College or off College premises; stealing from others or from College premises; deliberate misuse or damage of College safety devices, alarms and/or equipment; serious breaches of Health and Safety guidelines - including unsafe use of a vehicle and/or classroom equipment; bringing into College a weapon or banned implement; coming in to College under the influence of drugs (including synthetic substances) or alcohol or whilst participating in College activities. Any other issue deemed a Behaviour Regulation issue at this level and agreed by the HoC and HE Student Engagement Co-ordinator.	HE Student Engagement Co-ordinator and HoC = Stage 3 Behaviour Regulation Hearing logged. 'Behaviour Regulation Hearing' Meeting recorded in ProMonitor – with agreed actions set out in a contract. Possible temporary student leave, inline with policy guidance (3.5.4). HE Student invited to attend the contract meeting, if unable to attend, confirm outcome of the meeting once the contract has been agreed. Communicated to college staff by adding a comment within the meeting record. HE Student Engagement Co-ordinator to refer to Head of Higher Education.
	Stage 4 Behaviour Regulation Panel	Failure to comply with Stage 3 contract/actions. Actions of Gross Misconduct. Any other issue deemed a Behaviour Regulation issue at this level and agreed by the Local College Director.	Panel of 3 SLT members to be formed. Head of Higher Education to chair panel. Possible panel outcomes – exclusion, return with adjustments (including a contract), or return with no adjustments, 'Behaviour Regulation Panel' meeting recorded in ProMonitor. Communicated to college staff by adding a comment within the meeting record. Head of Higher Education to notify the relevant University Partner where appropriate.

Note – The above is not an exhausted list, it is more a list of examples. Professional judgement is required to interpret each matter being addressed on its individual merit.

## Appendix 9 - Apprenticeships Behaviour Regulation Flowchart



Note – The above is not an exhausted list, more a list of examples. Professional judgement is required to interpret each matter being addressed on its individual merit.



# Classroom Areas

ARE YOU **READY TO LEARN?**

## Be responsible

Join in discussion, ask questions and take responsibility for your own learning.



## Dress for College

Wear suitable clothing for College. Remove hats, hoods and coats.



## Attendance counts!

Attending all lessons and arriving at College on time supports your success.



## Focus on learning

Switch your mobile phone to silent and leave it in your bag, unless your tutor asks you to use it for a task.



## Be respectful

During class discussions, be polite when speaking, take your turn and listen carefully to others.



## Keep hydrated

Only drink water in the classroom. No other food or drinks allowed.



## Aim high

When you work hard on your course, you have the best chance of being successful.



## Be safe

Always wear your ID badge; it needs to be seen to ensure we safeguard one another.



## Appendix 11

### Witness Statement of information

Student Name		ID Number	
Course(s)			

#### Describe in your own words what has happened?

Provide as much factual information as you can. This should be an account of what you saw or experienced and should not be something that you've heard from someone else and try to put this in the order which it happened

*\*continue over the page as required*

#### Who was involved?

Where possible, please give full names and state how you know them, if you do. If you are unsure of names, then please provide a description of the people/person involved

#### Where did it happen?

Be specific and give detail of this

#### When did it happen?

Please provide date(s) and time(s)

#### Do you have any further evidence to support your statement of information?

Do you have any footage, online messages or other witnesses who could support this statement? If so, please provide detail below

***I have provided the above statement and agree to this being used by College as part of their investigation and as part of disciplinary procedures if required.***

Signature		Date	
-----------	--	------	--

**Describe in your own words what has happened?**

...Continued

*I have provided the above statement and agree to this being used by College as part of their investigation and as part of disciplinary procedures if required.*

<b>Signature</b>		<b>Date</b>	
------------------	--	-------------	--

## Appendix 12

### CCTV Evidence Access Release Form

Complete boxes one and two, and then return the form to Estates Manager or Services Manager for processing	
Name of person making the request	
Organisation/Curriculum/Service Area	
Address (if applicable)	
Tel/ Ext	

<b>Details of image to be viewed, copied or printed</b>	
Date and approximate time	
Description of clothing	
Campus/ building/ location	
Reason for request	

<b>The Heart of Yorkshire reference of request – completed by Estates</b>			
Authorising signature		Date	
Request granted	Yes / No	Reason for refusal	
College ref		Data released	

<b>Enforcing Authority request – completed by Estates</b>			
College ref no.			
Issued to			
Police crime No.		Request for Disclosure of Information form received	
Date issued		Issued by	
<b>I hereby acknowledge receipt of the above storage device/ printed copy of the images</b>			
Signed		Print name	