

POLICY NAME: Behaviour and Conduct Policy

The College is committed to the equality of opportunity and to a proactive approach to equality, which supports and encourages under-represented groups, promotes inclusivity and values diversity.

Responsible Senior Leader	Associate Principal (Students and Welfare)
Policy Owner	Associate Principal (Students and Welfare)
Approved by	ELT
Approval date	
Next approval date	
Policy location	College Website Student Guidance, Behaviour and Intervention Hub

Equality Impact Assessment by	Donna Trusler							
Intended Audience	Staff	✓	Governors	✓	Students	✓	External	✓
Added to College website by					Date	Ma		
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Amendment summary

<u>Version no.</u>	<u>Date</u>	<u>Comments</u>	<u>Paragraphs amended</u>

Behaviour and Conduct Policy

Policy Statement:

The College aims through its guidance work to help students achieve their best, enabling them to fulfil their potential and progress successfully. This policy links to the parent/carer handbook and Student Code of Conduct

Principles:

- Commitment, Challenge and Curiosity
- Working as Community
- Consideration
- Evidence Based Decisions

Commitment, Challenge and Curiosity

- We expect commitment from our students: to challenge themselves to put their all into their studies.
- We expect our students to be curious: to ask questions, be interested in the world around them and engage fully with all WQE has to offer.
- We expect commitment from ourselves as staff: to do all we can to help students flourish and achieve.

Working as Community

- We recognise the value of all the staff connected with a student working together for the student's best interests.
- We recognise that students themselves are key partners in their success.
- We recognise that parents/carers have a vital role to play in supporting students to achieve their best.

Consideration

- We expect students to be considerate of and a positive influence on each other, making sure that their behaviour at College, both in lessons and when on campus is conducive to learning.
- We expect students to be good representatives of WQE in the local community.
- We expect staff and encourage students to challenge and/or report language or behaviour that discriminates or stereotypes based on any of the protected characteristics.
- We expect students to respect the professional position of all staff.
- We expect staff to be considerate of all students and recognise that constructive intervention and feedback are key factors in helping students achieve their full potential.

Evidence Based Decisions

We will make sure that all students have regular information that helps them judge how they well they are progressing.

We will make sure that this information is shared with all the key partners in supporting students to achieve their best.

We will give advice, guidance and make decisions based on evidence; we will expect students to consider this evidence and act on the advice and guidance given.

Roles and Responsibilities:

Student guidance is a core entitlement that helps students achieve their full potential and is the responsibility of all staff.

During induction, students are introduced to the Student Charter (see appendix), which outlines expectations and responsibilities. These are formalised through the Learning Agreement, signed by all students.

Student Ambition and Progress

Having and indicating that the College has high expectations and ambition for all students is central to all that we do, we will be characterised by:

- A curriculum offer with a strong commitment to guaranteeing that students will be able to choose freely from a wide range of well-regarded courses.
- The expectation that students will continue to develop into well-rounded young professionals by providing students with excellent opportunities to broaden and deepen their experience.
 - Enrichment
 - Employability/ Skills for H.E.
 - Experiences of the workplace
 - Progression options
 - Cultural capital

Encouraging Good Behaviour and a Sense of Community

All staff are expected to encourage students to behave at college both in lessons and when on campus in a way that is conducive to learning and to challenge any poor student behaviour that they encounter. Staff are expected to insist on this whilst students are in class (except where doing so may be a health and safety issue) and to check that all students are wearing their ID cards when they leave the room. All staff are expected to challenge any student not wearing an ID card whilst on-site.

Process for Lost/Forgotten ID card

- Students are issued with an ID card at the start of their first term and must wear it on their lanyard at all times while on College premises.
- If a student loses or forgets their ID card, a replacement card will be issued for a fee. Students who forget their ID card on four occasions within an academic year will be placed on a behaviour intervention plan.
- Any exceptions relating to student welfare needs or learning differences will be agreed with the Welfare & Skills team.

Attendance and Punctuality Issues

Good attendance and punctuality are key to students making good progress, data analysis conducted at the College shows that:

- at least 95% attendance is a key marker for achieving at or above a student's target grade.
- Consistently missing the start of lessons leads to lost learning and risks students not meeting their target grade.

Classroom behaviour

Positive staff-student interactions are key to helping students improve their behaviour and achieve their potential. Most issues are resolved through early intervention, consistent support, and clear communication from staff.

As part of normal classroom management, staff are expected to address minor concerns, such as occasional lateness, isolated absences, late work, or one-off instances of poor behaviour.

Procedures for identifying and dealing with low attendance and punctuality

As part of the regular College wide cycle of themes the teachers and PPMs will identify students with low levels of attendance. In circumstances where the absence is due to ongoing illness Fitness to Study procedures should be used.

Positive staff-student interactions, supported by early intervention and consistent communication, are key to helping students succeed and resolving most issues.

As part of normal classroom management, staff are expected to address minor concerns such as occasional lateness, isolated absences, late work, or one-off instances of poor behaviour.

Stage 1: Formal Verbal Warning

Where concerns are ongoing rather than one-off incidents (e.g. repeated lateness, unexplained absences, late homework, missed deadlines, or recurring poor behaviour), the staff member should issue a Formal Verbal Warning and discuss the improvements required with the student. A note detailing the concern and actions taken must be recorded on ProMonitor for the PPM.

The PPM will follow up with the student, review any wider patterns of concern, record outcomes on ProMonitor, and remind the student of the next stages of support and intervention if improvements are not made.

Parents/carers will normally be informed by the PPM via telephone. Where a student has previously been subject to a behaviour intervention plan, any further intervention will normally resume at the highest stage previously reached, even in a new academic year.

Stage 2: First Behaviour Intervention Plan

People involved: PPM, student, and teaching staff.

Duration: Three working weeks, with weekly reviews.

Possible outcomes:

- Sufficient improvement: intervention plan ends.
- Some improvement: plan may be extended for up to three weeks.
- Little or no improvement: move to an Intermediate Behaviour Intervention Plan.

Communication:

- The PPM will record the intervention plan, targets, progress updates, and outcomes on ProMonitor.
- Staff will provide weekly feedback on progress towards targets.
- Parents/carers will normally be informed of concerns and progress through a meeting, either in person or online (unless a ProMonitor red flag indicates otherwise).
- If the plan is extended, parents/carers must be informed, ideally by telephone.

Stage 3: Intermediate Behaviour Intervention Plan

People involved: Deputy Head of Studies (DHoS), PPM, student, parents/carers, and teaching staff.

Duration: Three working weeks, with weekly reviews. Where limited progress is made, progression to the next stage may be considered sooner.

Possible outcomes:

- Sufficient improvement: intervention plan ends.
- Some improvement: plan may be extended for up to three weeks.
- Little or no improvement: move to a Final Behaviour Intervention Plan.

Communication:

- The DHoS will record the intervention plan, targets, review notes, and outcomes on ProMonitor.
- Staff will provide weekly feedback on progress towards targets.
- Parents/carers will normally attend the initial meeting and receive weekly progress updates, including the final outcome of the plan.

Stage 4: Final Behaviour Intervention Plan

People involved: Head of Studies (HoS), Deputy Head of Studies (DHoS), student, and parents/carers.

Duration: Three working weeks, with weekly reviews led by the HoS.

Possible outcomes:

- Some improvement: the plan may be extended for up to three weeks.
- The student chooses to withdraw from College.
- Little or no improvement: the student may be recommended for exclusion in line with the College's Exclusion Policy and Procedures.

Communication:

- The HoS will record targets, progress, and outcomes on ProMonitor.
- Staff will provide weekly feedback on progress towards targets.
- Parents/carers must attend the initial meeting and will receive weekly updates and notification of the final outcome. Where exclusion is being considered, communication will normally take place by phone or in person.

Process to Deal with Out of Class Disciplinary Problems:

The College expects all students to act as positive members of the local community. The behaviour procedures below apply to incidents occurring on College premises, while travelling to and from College, between sites, or in the local area during the College day.

Serious breaches of the Student Charter may be addressed regardless of where they occur. Students are expected to follow all College health and safety requirements. The examples given in this procedure are illustrative and not exhaustive.

In cases of gross misconduct, such as violent behaviour, serious criminal activity, possession of a weapon, hate incidents, sexual assault, drug dealing, or malicious misuse of College IT systems, the College may move directly to consider Permanent Exclusion in line with Appendix 1.

Allegations of bullying will be managed in accordance with the College's Anti-Bullying Policy.

Informal Process

Minor one-off incidents, such as not wearing an ID card, littering, vaping, smoking, swearing, or inconsiderate behaviour, should normally be addressed by the member of staff who witnesses the behaviour. Reception may be contacted to request support from a Student Supervisor where required. Staff should use their professional judgement to decide whether the incident should be recorded on ProMonitor and brought to the attention of the student's PPM.

Stage One: Formal Verbal Warning

Where a concern is more serious, such as attempting to enter College without an ID card, failing to cooperate with staff, or repeated minor incidents, Reception may be contacted to request support from a Student Supervisor. The staff member will issue a Formal Verbal Warning, explain the next stages of the behaviour process, and record the incident and actions taken on ProMonitor for the PPM. The PPM will follow up with the student and record the outcome on ProMonitor.

People involved: The staff member, the student, and the PPM.

Stage Two: Formal Warning from PPM

For more serious incidents, such as bringing unauthorised visitors onto site, refusing to show a student ID, failing to wear an ID card, using offensive language, making derogatory comments, or repeated Formal Verbal Warnings, the student should be referred to their PPM. Reception may be contacted to request support from a Student Supervisor if needed.

The PPM will meet with the student, explain that parents/carers will be informed, outline the next stages of the behaviour process, and record the incident on ProMonitor. Parents/carers will normally be contacted by telephone.

People involved: The staff member, the student, and the PPM.

Students who have previously been on a behaviour intervention plan will normally re-enter at the highest stage previously reached.

Where a student has previously been on a behaviour intervention plan and further intervention becomes necessary they would normally re-join at the highest stage reached previously.

Stage Three: Intermediate Behaviour Intervention Plan

Where behaviour is a serious concern, such as inappropriate online activity, bullying, discriminatory behaviour, threats, verbal abuse, breaches of the IT Usage Agreement, deliberate damage, or repeated conduct issues, the Senior Warden and Head of Studies Team will implement an Intermediate Behaviour Intervention Plan.

People involved: Deputy Head of Studies (DHoS), PPM, student, and parents/carers.

Duration: Three working weeks with weekly reviews led by the DHoS. Repeated poor behaviour during the plan will normally result in progression to a Final Behaviour Intervention Plan.

Possible outcomes:

- Sufficient improvement: plan ends.
- Some improvement: plan may be extended for up to three weeks.
- Little or no improvement: move to a Final Behaviour Intervention Plan.

Communication:

- The DHoS will record targets, progress, and outcomes on ProMonitor.
- Staff will provide weekly feedback on progress.
- Parents/carers will normally attend the initial meeting and receive regular updates, including the final outcome.

Stage Four: Final Behaviour Intervention Plan

Where behaviour is a serious concern, such as inappropriate online activity, bullying, discriminatory behaviour, threats, verbal abuse, breaches of the IT Usage Agreement, deliberate damage, or repeated conduct issues, the Senior Warden and Head of Studies Team will implement an Intermediate Behaviour Intervention Plan.

People involved: Deputy Head of Studies (DHoS), PPM, student, and parents/carers.

Duration: Three working weeks with weekly reviews led by the DHoS. Repeated poor behaviour during the plan will normally result in progression to a Final Behaviour Intervention Plan.

Possible outcomes:

- Sufficient improvement: plan ends.
- Some improvement: plan may be extended for up to three weeks.
- Little or no improvement: move to a Final Behaviour Intervention Plan.

Communication:

- The DHoS will record targets, progress, and outcomes on ProMonitor.
- Staff will provide weekly feedback on progress.
- Parents/carers will normally attend the initial meeting and receive regular updates, including the final outcome.

Suspensions Pending Investigation

A student may be suspended while an alleged serious breach of College rules is investigated where their continued attendance could interfere with the investigation, pose a risk to people or property, disrupt College operations, or not be in the student's best interests.

Suspension pending investigation is a neutral measure, not a disciplinary sanction, and does not automatically lead to further action. It is normally authorised by a Head of Studies or member of the Executive Leadership Team.

Students and parents/carers will be informed of the suspension and investigation process. An investigatory meeting will normally take place within five working days, and parents/carers will be invited to attend.

While suspended, students must not enter College premises without permission and will remain suspended until any related disciplinary proceedings have concluded.

Process to Deal with Underachievement (Behaviour for learning concerns)

Some students may require support to address underachievement, even where their behaviour and attitude are positive. Students are expected to engage fully with this support; where they do not, the behaviour and attitude to learning process may be used instead. Informal Support: Staff will discuss any temporary signs of underachievement with the student and provide advice on improving study skills and academic performance.

Stage One: Formal Conversation:

Where underachievement becomes a pattern, a member of staff will hold a supportive discussion with the student, agree targets for improvement, and record these on ProMonitor.

People involved: Subject Teacher or PPM and the student.

Communication: The PPM will review wider patterns of underachievement, reinforce expectations, and record actions on ProMonitor. Curriculum leaders may also become involved. Parents/carers may be contacted where appropriate, particularly if concerns are raised across multiple subjects. All communications and actions must be recorded on ProMonitor.

If concerns persist, the next stage of the procedure will be implemented.

Stage Two: Tier One Learning Intervention Plan

People involved: Subject Teacher or PPM and the student. If underachievement continues after a formal conversation, an Initial Learning Intervention Plan will be put in place with agreed targets and review timescales. This may be led by the Subject Teacher for subject-specific concerns or by the PPM where concerns span multiple subjects or relate to study skills.

Possible outcomes:

- Sufficient improvement: plan ends.
- Some improvement: plan may be extended.
- Little or no improvement: move to a Tier Two Learning Intervention Plan.

Communication:

- Targets, review dates, progress, and outcomes must be recorded on ProMonitor.
- Staff will provide updates on progress towards targets.
- Parents/carers will be informed of the concerns, targets, review timescales, and final outcome by email.

Stage Three: Tier Two Learning Intervention Plan

If underachievement continues, the student will move to a Tier Two Learning Intervention Plan. Targets and review timescales will be agreed with the student and overseen by the Curriculum Area (for subject-specific concerns) or the Deputy Head of Studies (for wider academic or study skills concerns).

Possible outcomes:

- Sufficient improvement: plan ends.
- Some improvement: plan may be extended.
- Little or no improvement: move to a Tier Three Learning Intervention Plan.

Communication:

- Targets, progress, review dates, and outcomes will be recorded on ProMonitor.
- Staff will provide regular feedback on progress.
- Parents/carers will normally attend the initial meeting, agree the targets, and receive regular updates, including the final outcome of the plan.

Stage 4: Tier Three Learning Intervention Plan

People involved: Head of Studies/Curriculum Leader, relevant support staff, student, and parents/carers.

A Tier Three Learning Intervention Plan will run for an agreed period with regular reviews.

Possible outcomes:

- Significant improvement: plan ends, with ongoing monitoring by the PPM.
- Some improvement: plan may be extended.
- The student chooses to withdraw from College.
- Little or no improvement: the student may be recommended for a change of programme.

Communication:

- The Head of Studies/Curriculum Leader will record targets, progress, review outcomes, and meeting notes on ProMonitor.
- Staff will provide regular feedback on progress towards targets.
- Parents/carers must attend the initial meeting and will receive regular updates, including the final outcome. Where a change of programme is being considered, this will normally be discussed in a face-to-face meeting.

Mobile Devices in Lessons

Students are not permitted to use mobile phones or other personal devices during lessons or lesson time unless explicitly directed by the teacher for learning purposes. Teachers may require students to place their devices in a designated secure, communal location at the start of the lesson or in their bag. Devices must be set to silent prior to entering the

classroom. Failure to comply with these instructions will result in action being taken in line with the WQE College Behaviour Policy. Students are not permitted to leave the classroom during a lesson with their mobile device(s), unless authorised by a staff member.

Specialist Curriculum Area Responsibilities

Curriculum and pastoral staff teams have specific responsibilities for ensuring that all students follow health and safety guidance and regulations that can be individual to their specialist areas e.g. Chemistry lab rules and protocols. Each area may have specific rules and responsibilities for students to follow. These will be provided at the start of the course. Failure to follow these specific rules will result in the behaviour policy being applied (as above).

Appendix: Permanent Exclusion from College: Policy and Procedures (Draft until October Corporation meeting)

Permanent Exclusion

A student may be permanently excluded where:

- Their behaviour seriously affects the safety, wellbeing, education of others, or the good order of the College.
- They commit a serious breach of the Student Charter.
- There is a persistent pattern of unacceptable behaviour despite support, intervention, and warnings.
- They fail to engage with their programme of study or College support to the extent that successful completion is unlikely.

Key principles:

- Exclusion will normally only be considered after College support and intervention processes have been exhausted, except in cases of gross misconduct.
- Parents/carers will be informed and involved where appropriate.
- Exclusions are normally decided by an Associate Principal following a formal disciplinary hearing.
- Students may be accompanied by a parent/carer or agreed support person at hearings.
- Students have the right to appeal an exclusion decision.

Disciplinary Hearing

- Students will receive at least five working days' notice of a hearing.
- All relevant evidence will normally be shared in advance.
- The hearing will consider the evidence, the student's response, and any supporting information.
- A decision will normally be made within two working days.
- If exclusion is confirmed, the student and parents/carers will be informed in writing.

Appeals

Students may appeal within ten working days on the grounds that:

- Procedures were not followed correctly.
- New evidence has become available.
- The outcome was unreasonable or disproportionate.

The appeal decision is final.

Suspension Pending Investigation

A student may be suspended while a serious incident is investigated where their presence could:

- Affect the investigation.
- Pose a risk to people or property.
- Disrupt the College.
- Be contrary to their own interests.

Suspension is a neutral measure and not a disciplinary sanction. Students and parents/carers will be informed, and any investigation meeting will normally take place within five working days. Students must not enter College premises during suspension without permission.