



education  
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# Policy:

## Behaviour Management

Date approved:	July 2022	Review Date:	July 2023		
Approved by:	FE Corporation				
Relevant to (please ✓):	<input checked="" type="checkbox"/> Vocational	<input checked="" type="checkbox"/> A Level	<input checked="" type="checkbox"/> HE	<input checked="" type="checkbox"/> NETA	<input checked="" type="checkbox"/> WBL
Signed (Lead Manager):	Peter Wood				
Print Name:	Peter Wood				



## **1 PURPOSE**

The purpose of this policy is to provide simple, practical procedures for staff and learners that:

- Recognises behavioural norms
- Positively reinforces behavioural norms
- Promotes self-esteem and self-discipline
- Teaches appropriate behaviour through positive interventions

## **2 SCOPE**

This policy and procedure covers all Group sites including Stockton Riverside Group, Bede Sixth Form Group, Redcar and Cleveland Group, NETA Training and the Skills Academy and covers all learners on all programmes of study, including 14-16 learners who are directly enrolled. However, individual examination board regulations can dictate specific actions for that exam board/Higher Education Institution (HEI). In following this policy and procedure both this document and the relevant examination board/HEI regulations should be referred to. The following actions should only be applied should the individual examination board/HEI regulations allow.

This policy and procedure applies to all learners and should be read in conjunction with the Single Equality Scheme.

Where students are engaging with learning remotely, the policy, procedures and expectations remain the same. Online behaviours are expected to reflect the same high standards as described in the student code of conduct. Where any stage of the behaviour management policy requires a meeting – these will be held virtually where face to face meetings are not possible.

## **3 STATEMENT OF ACTION**

The Education Training Collective (Etc.) mission is to *'deliver great learning opportunities, inspirational educational experiences and real practical skills training for the young people, adults, businesses and the diverse communities that we serve'*. The Etc. is committed to ensuring our Learners have the best possible learning experience as they work towards achieving their academic and personal potential.

The Etc. is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

The Etc. expects that no person in the scope of this policy and procedure receives less favourable treatment, either directly or indirectly, on the grounds of age, disability, gender, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation.

Please note that the term 'Group' is used throughout this scheme, as a generic term that encompasses all organisations within The Education Training Collective; namely Stockton Riverside College, Redcar and Cleveland College, Bede Sixth Form College, NETA and Tees Valley Catering. The term 'staff' is also used as a generic term that encompasses all groups of staff in the Group.

#### **4 LINKED POLICIES**

This procedure should be read in conjunction with the following documentation:

- Group e-Regulations and associated Acceptable Use Policies
- Safeguarding Policy
- Assessment Policy
- Student Contract
- Complaints Policy
- Health and Safety Policy

#### **5 LOCATION AND ACCESS**

This Policy and Procedure is available on the Group Gateway and is accessible to the public upon request.



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# **Procedure: Behaviour Management**

## **Aims**

The aim of this procedure is:

- To create a culture of excellent behaviour where everyone feels safe
- To ensure that all learners are treated fairly, shown respect and to promote positive relationships
- To promote self-awareness, self-regulation, respect for all and acceptance of responsibility for our own actions.
- To help learners to show a high standard of behaviour and be responsible for the consequences of it
- To ensure that learners and, where appropriate, parents and carers understand that inappropriate behaviour has consequences which are applied with regard to the individual, their needs and the impact on themselves and others.
- To build a community which values kindness, care, good humour, good temper and empathy for others
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all

## **The Student Contract**

The Group sets high standards for the conduct of its staff and expects the same high standard of conduct from learners. To support this, all learners have agreed to a learner contract which is:

### **Positive Attitudes to Learning and Development:**

#### **You will:**

- Develop a positive attitude towards your personal learning and development by working hard, being punctual and attending all your lessons, including maths and English.
- Actively join in all parts of your course, including enrichment activities and work experience and make sure you follow all Group and awarding organisation rules.
- Work towards the targets you have agreed with your tutor. This will help you to achieve your qualifications.
- Take part in independent learning activities. This will help you to prepare for work and other courses you may do in the future.
- Come prepared to all sessions with uniforms/PPE (where required), pens, paper, files etc.
- Hand in all of your work on time.

### **Behaviours and Personal Responsibility:**

#### **You will:**

- Respect the beliefs, religions and cultures of others. Treat everyone politely and respectfully.

- Use the Group facilities with respect and care. Make sure you follow the health and safety rules and regulations at all times – for example by wearing your learner lanyard, only smoking in the designated shelters etc.
- Behave responsibly. For example, always let your tutor know if you cannot attend your class. Only use mobile phones in lessons when your tutor has given you permission.
- Avoid making rude, hateful, or offensive comments about the Group, its staff or learners in any form including email, letter, phone, text message or on social networking sites (for example, Instagram and Twitter).
- Avoid any bad behaviour, including using bad language, bullying or harassment, including sexual harassment that may cause offence or harm to Group staff, learners, visitors and property.
- Obey the rules and you must not drink alcohol, take drugs or carry knives and weapons on Group premises.

### **World of Work:**

#### **You will:**

- Have excellent attendance both during Group time and whilst on work experience - if you cannot attend Group/work placement let your tutor know immediately.
- Dress appropriately wearing the correct uniform, PPE and /or sports attire as directed by your tutor and/ or workplace supervisor.
- Develop positive working relationships through mutual respect.
- Develop your team-working skills so that you work with others to achieve a common goal or to solve a problem.
- Develop your communication skills, particularly how you are able to influence, listen and work together with others; lead by example in everything that you do.
- Tell us straightaway about any extra help you may need so we can provide the best support for you.

### **Behaviour Management Stages**

There are five stages to the behaviour management policy, one informal stage and four formal stages:

Partnership Stage – Informal

Stage 1 – Formal Verbal Warning

Stage 2 – Formal Written Warning

Stage 3 – Formal Final Written Warning

Stage 4 – Formal Final Disciplinary Hearing

See Appendix 1 for examples of misconduct and possible sanctions.

## The Behaviour Management Process

### Partnership Stage (Informal Stage)

The partnership stage will be implemented where there is minor poor conduct e.g. attendance, behaviour or progress issues or where attempts to correct behaviour around Group have not been successful. Staff who issue a Partnership Stage will:

- Discuss the behaviours and why it is not appropriate and set out any consequences for the learner
  - Develop a Conduct Action Plan (Form 5) with the learner and log this in Pro-Monitor as an 'Action Plan' SMART Target with a 2 - 4 week improvement period
  - Review the 'Action Plan' SMART Target at its due date and sign it off as completed
- Or**
- If a learner does not achieve the required change in conduct agreed within the action plan timescale a Stage 1 meeting will be arranged and heard by the person reviewing the action plan

The meeting details **MUST** be recorded as a Partnership Meeting on Pro-Monitor in the meetings section and the conduct action plan (Form 5) will be recorded under SMART targets with the category 'Action Plan'. This must be reviewed by the member of staff holding the Partnership stage meeting.

The Partnership Stage is supportive and not punitive and aims to encourage the management of behaviour within the Group. It is also an opportunity for staff to understand the reasons for the behaviour and therefore establish if support is required from other Group services e.g. Additional Learning Support, Welfare & Safeguarding Team support. The meeting should support the learner to understand the need for self-regulation through staff being clear about the standards and the boundaries of behaviour. Staff will help the learner to consider the long and short term consequences of their behaviour and to make positive choices going forward. Learners must understand that repeated breaches or a single very serious breach of the learner contract (i.e. gross misconduct) may ultimately result in them being suspended or excluded from the Group permanently.

### Formal Stages

Entering into formal stages should only be considered after a learner has had the opportunity to correct their behaviour informally, after a Partnership Stage or where the behaviour is serious enough to warrant formal action. Examples of behaviour which merit escalation to formal stages can be found in Appendix 1. This list is not exhaustive, but it illustrates the type of conduct which could merit the start of formal action.



It is important to note that any of the below steps should not have predetermined decisions. Learners should be invited to a disciplinary meeting and not a verbal warning, written warning etc. Learners must be given every opportunity to explain the reasons for any actions and these reasons must inform your decision when deciding to issue a sanction. Where there are mitigating circumstances, for example, bereavement or short-term illness, the sanction might not be issued, however the meeting should be recorded with a full narrative and the outcome of the meeting should be recorded as 'No Sanction Issued' in Pro-Monitor Meetings at the relevant sanction stage. It may then be necessary to offer support from other services in Group or for you to give additional support. Learners will respect you and the Group as they see that we are a supportive environment.

Where long term health conditions or other external factors have an effect on learner performance, behaviour or conduct, it may be necessary to use the behaviour management policy to set expectations and identify what improvements need to be made. In these circumstances, it may be necessary to issue a sanction and ultimately exclude a learner as a result.

### **Conducting Investigations**

An investigation must be carried out prior to a stage 3 or stage 4 hearing. Investigations should be carried out by staff identified on page 11 of this policy 'Appointing the Relevant Member of Staff'. The investigating officer will then present the case at the disciplinary hearing.

### **Conducting Disciplinary Hearings**

A learner who has been invited to attend a hearing must take all reasonable steps to attend. Any learner who fails to attend a meeting, through circumstances outside their control and unforeseeable at the time the meeting was arranged, may be invited to attend a rescheduled meeting. If a learner fails to attend without good reason, the hearing will be held, and a decision made in their absence.

At stages 3 and 4, learners have the right to be accompanied by a family member, fellow learner or advocate. The person accompanying may address the hearing and may confer with the learner during the hearing but does not have the right to answer questions on the learner's behalf (unless there are mitigating circumstances e.g., learners with learning difficulties and disabilities or someone who is there in an advocate role). The person accompanying must not address the hearing if the learner does not want him or her to, or prevent anyone, including the learner from making his or her own contribution to the hearing.

The appropriate person, relevant to the stage of the hearing, will conduct the meeting. The person conducting the meeting will explain the role of all those attending and will then explain the case against the learner and give the learner the opportunity to respond in full.

If any matters come to light during a disciplinary hearing that require further investigation, the Group may, at its discretion, adjourn any hearing to enable further investigations to be carried out.

## Stage 1

A stage 1 meeting may result in a verbal warning. See Appendix 1 for more information.

Any member of Teaching/Training staff may conduct a stage 1 meeting. A stage 1 meeting can be held where, after the partnership stage, the discussed behaviour, attendance or academic progress has not been met or the seriousness of behaviour warrants moving past the Partnership Stage. The meeting must be held in private. A sanction cannot be issued without the learner being given the opportunity to explain their behaviour. If the Learner is under 18 or under 25 with an EHCP, then the Parent/Carer may be invited to attend, in which case, 5 working days' notice should be given in writing, this should be arranged through the department administrator.

### Conducting a Stage 1 Meeting

- The member of staff conducting the meeting must state the reason for the meeting
- The member of staff must give the learner the opportunity to explain any reasons behind the behaviour and ask if the learner is worried about anything and refer to Welfare or Safeguarding Team if required.
- After discussion with the learner, if a decision is made to impose a sanction, inform the learner that this is the first formal stage of the Group's Behaviour Management procedure
- The member of staff conducting the meeting must decide on the conduct action plan (Form 5) for improvement which is required of the learner and the timescale for implementing such action and log this in Pro-Monitor as an 'Action Plan' SMART Target
- Remind the learner of the consequences of not implementing the required action or of further misconduct
- Advise that the sanction, usually a verbal warning will be in force for 3 months, subject to satisfactory conduct and meeting the conditions of the conduct action plan
- Advise that there is no right to appeal at this stage

The meeting details **MUST** be recorded as a Stage 1 – verbal warning meeting in Pro-Monitor meetings section and the action plan details, will be recorded under SMART targets with the category 'Action Plan' and reviewed by the member of staff holding the meeting.

All of these matters will be confirmed to the learner in writing through ProMonitor plus a letter to parents, if appropriate. This is the responsibility of the tutor / manager involved with this disciplinary stage.

**If the learner is under 18 Parents / Carers should be informed by the issuing tutor.**

## Stage 2

A stage 2 meeting may result in a written warning. See Appendix 1 for more information.

A stage 2 can only be conducted by a Course Leader (Personal Tutor at Bede with agreement of the relevant head of year, or Trainer at NETA). The Group may hold a stage 2 meeting if, a verbal warning is still current (less than 3 months) and the discussed behaviour, attendance or academic goals from the conduct action plan have not been met within the agreed timescale. It can also take place if further misconduct takes place, whether or not the behaviour relates to a verbal warning *OR* the seriousness of behaviour warrants moving to the next stage.

If the Learner is under 18 or under 25 with an EHCP, then the Parent/Carer may be invited to attend, in which case, 5 working days' notice should be given in writing, this should be arranged through your department administrator.

### **Conducting a Stage 2 Meeting**

- The Course Leader/Personal Tutor at Bede or Trainer at NETA must state the reason for the disciplinary meeting
- The member of staff must give the learner the opportunity to explain any reasons behind the behaviour and ask if the learner is worried about anything and refer to Welfare or Safeguarding Team if required.
- After discussion with the learner, if a decision is made to impose a sanction inform the learner that this is the second formal stage of the Group's Behaviour Management procedure
- The Course Leader/Personal Tutor at Bede or Trainer at NETA must decide on the conduct action plan (Form 5) for improvement which is required of the learner and the timescale for implementing such action and log this in Pro-Monitor as an 'Action Plan' SMART Target
- Remind the learner of the consequences of not implementing the required action or of further misconduct
- Advise that the sanction, detailed on ProMonitor, usually a written warning will be in force for 3 months, subject to satisfactory conduct and meeting the conditions of the conduct action plan
- Advise that there is no right to appeal at this stage

The meeting details **MUST** be recorded as a Stage 2 written warning meeting in Pro-Monitor meetings and the action plan details, will be recorded under SMART targets with the category 'Action Plan' and reviewed by the member of staff holding the meeting.

All of these matters will be confirmed to the learner in writing via pro-monitor and parents informed by tutor if the learner is under 18.

### **Stage 3**

A stage 3 meeting may result in a final written warning. See Appendix 1 for more information.

- The member of staff must give the learner the opportunity to explain any reasons behind the behaviour and ask if the learner is worried about anything and refer to Welfare or Safeguarding Team if required.

A stage 3 can only be conducted by a Programme Area Leader or relevant manager at Bede. The Group may hold a stage 3 if, a written warning is still current (less than 3 months), the discussed behaviour, attendance or academic progress from the conduct action plan has not been met within the agreed timescale, further misconduct takes place, whether or not the behaviour relates to a written warning *OR* the seriousness of behaviour warrants moving to the next stage.

The learner should be given 5 days' notice in writing, if the Learner is under 18 or under 25 with an EHCP, then the Parent/Carer must be invited to attend.

All of these matters will be confirmed to the learner in writing via pro-monitor and parents informed by tutor if the learner is under 18.

### **Panel Members**

Programme Area Leader or relevant manager at Bede, will convene the panel and will ensure that the panel makeup, location, staff and support needs are appropriate. The following Group staff will be present at a Stage 3:

- (PAL or relevant Manager at Bede) – Chair
- An independent member of staff
- Notes of the meeting will be made by the panel lead and noted on ProMonitor

### **Conducting a Stage 3 Meeting (Further details can be found in Appendix 2 with a flow chart of the procedure in Appendix 3)**

- The Chair (PAL or relevant Manager at Bede) will outline the meeting format and possible outcomes and state the reason for the disciplinary meeting
- The Chair will present information about the nature of the misconduct and outline the evidence gathered, including calling any witnesses deemed appropriate to the investigation
- After allowing the learner or accompanying representative to respond the chair or independent staff member can ask questions of either party.
- The Chair will ask for the learner and their representatives to leave the room to allow for a recommendation to be discussed by the panel.
- Once a decision is reached, the Chair will invite all parties back and will share with them their recommendations and suggested action.
- If a decision is made to impose a sanction, inform the learner that this is the third stage of the Group's Behaviour Management procedure and if no improvement is made, they may escalate to the next stage.
- Decide on the conduct action plan (Form 5) for improvement which is required of the learner and the timescale for implementing such action and log this in Pro-Monitor as an 'Action Plan' SMART Target

- The consequences for the learner of not implementing the required action or of further misconduct
- Advise that the sanction, usually a final written warning will be in force for 6 months, subject to satisfactory conduct and meeting the conditions of the conduct action plan
- The right of appeal within 10 days

The meeting details **MUST** be recorded as a Stage 3 – final written warning meeting in Pro-Monitor meetings and the action plan details, will be recorded under SMART targets with the category ‘Action Plan’ and reviewed by the member of staff holding the meeting or their department admin.

All of these matters will be confirmed to the learner in writing through ProMonitor, if the learner is under 18 a copy of outcome must also be sent to Parents/Carers by panel lead.

#### **Stage 4**

A stage 4 meeting is usually held in the event of Gross Misconduct and may result in exclusion from Group. See Appendix 1 for more information.

A stage 4 can only be conducted by a Head of Department (Head of Year at Bede). The meeting should be chaired by a member of the Student Support and Wellbeing Management Team.

- The member of staff must give the learner the opportunity to explain any reasons behind the behaviour and ask if the learner is worried about anything and refer to Welfare or Safeguarding Team if required.

Where the alleged misconduct is deemed to be ‘gross misconduct’, to allow a thorough investigation to take place, the learner will be suspended from Group without prejudice by the Head of Department, Head of Year at Bede or Programme Area Leader and asked not to enter any Group sites until invited to attend a disciplinary hearing, the learner will be sent a letter confirming this. For HE learners, tutors must record on tutor record and Teesside University must be informed in the case of academic misconduct.

The Group may exclude a learner where:

- The required improvement is not achieved within any timescale stated in the conduct action plan after a final written warning has been issued.
- Further misconduct takes place during the currency of a final written warning, whether or not involving a repetition of conduct which was the subject of a previous warning
- For serious instances of misconduct, the process may be escalated, and a learner may be excluded without any previous warnings. The types of behaviour which constitute Gross Misconduct can be found in Appendix 1.

A learner will only be excluded after he or she has received a written invitation to a disciplinary hearing and the disciplinary hearing has been held. Where the manager determines to dismiss the learner, he or she will state the reason, the date on which the exclusion takes effect and inform the learner of his or her right to appeal as soon as possible

after the end of the disciplinary hearing, or if not, as soon as reasonably practicable. These matters will be confirmed in writing.

If the nature of the alleged conduct involves verbal or other abuse against a staff member the following actions must be taken:

- The member of staff must be given any immediate support needed (via Human Resources or line manager)
- The Head of Department must immediately inform the Director of Human Resources (Kay Taylor) of the incident.
- The member of staff should be informed of the learner misconduct process by HR and asked to provide further details to ensure this is the appropriate channel of action
- The member of staff must be reminded of the support available to them – either from their line management or from the Group Human Resources.
- Once the panel has been confirmed, this information must be shared with the Human Resources /line manager and staff member.

### **Panel Members**

The Chair will convene the panel and will ensure that the panel makeup, location, staff and support needs are appropriate. The following Group staff will be present at the panel:

- The Chair (Student Support & Wellbeing Management Team)
- An investigating officer (See Appendix 6 'Role of the Investigating Officer')
- 1 Relevant Group Managers – HoD/PAL/Manager/Head of Year at Bede
- Independent Manager
- Department Administrator to take formal minutes

### **Conducting a Stage 4 Meeting (Further details can be found in Appendix 4 with a flow chart of the procedure in Appendix 5)**

- The Chair will outline the meeting format and possible outcomes and state the reason for the disciplinary meeting
- The investigating officer will present information about the nature of the misconduct and outline the evidence gathered, including calling any witnesses deemed appropriate to the investigation.
- After discussion with the learner, the Chair will ask for the learner and their representatives and the investigating officer to leave the room to allow for a recommendation to be discussed with the relevant Group Manager.
- Once a decision is reached, the Chair will invite all parties back and will share with them their recommendations and suggested action.
- If a decision is made to exclude, inform the learner that this will take place with immediate effect

- Decide on the length of time before the learner will be considered for a place at Group, usually 1 year, however for serious gross misconduct, they may never be considered suitable – I.S. must be notified of this decision so that Pro-Solution is noted.
- Advise of the right of appeal within 10 days

The meeting details **MUST** be recorded as a Stage 4 Meeting on Pro-Monitor meetings by the member of Executive and Curriculum Administration Service

All of these matters will be confirmed to the learner in writing, if the learner is under 18 a copy of outcome must also be sent to Parents/Carers by the Secretariat Team.

## Appeals

There shall be no right of appeal against a partnership stage, verbal warning or written warning although the Group Complaints Procedure applies if learners feel they have been wrongly treated.

Any learner who is dissatisfied with a final written warning or exclusion decision taken in respect of him or her, may appeal against that decision. Appeals should be in writing, setting out the reasons for the appeal, and should be received by Group within 10 working days of the date of the hearing and addressed to the Campus Principal. Until the appeal has been considered, the learner will remain excluded if this was the original sanction.  
Upon receipt of an appeal:

- The learner will receive a written response within 15 working days. Consideration must be given to the impact of any prolonged absence from Group.
- The appeal will be conducted by the Campus Principal at the learner's home campus.
- The Campus Principal will:
  - review the original documentation and outcomes of any disciplinary panel
  - and may also speak to the investigating officer, panel members and the learner
- The Campus Principal may decide that there is insufficient evidence to make a decision and reconvene a disciplinary appeal meeting with the learner
- The Campus Principal will inform the learner of the outcome of the appeal in writing.
- If the appeal is dismissed the decision of the original hearing will stand and will be implemented immediately.
- The Campus Principal may decide to allow the appeal but may impose lesser sanctions than the original ones.

## Appointing the Relevant Member of Staff

The member of staff dealing with the learner depends on the severity of the misdemeanour. Although no predetermined decisions can be made as to the level of sanction, professional judgement should be used to assign the correct staff member to investigate (Stage 3 or 4) or discuss the behaviour as follows:

- Partnership Stage – Tutor/Trainer, for whom the behavioural / attendance / performance issues arise
- Stage 1 – Tutor/Trainer, for whom the behavioural / attendance / performance issues arise
- Stage 2 - Course Leader (Personal Tutor at Bede with agreement of the relevant head of year, or Trainer at NETA)
- Stage 3 - Programme Area Leader or Relevant Manager at Bede
- Stage 4 - Head of Department (Head of Year Bede) & Student Services Management Team

At any stage of the process additional support may be provided if the learner has a learning difficulty or disability or is on an ESOL programme. If a learner has an Educational Health Care Plan (EHCP), ensure The Group Head of Additional Learning Support is informed and available to support the learner. If the learner does not attend at any stage, without good reason, within 15 minutes, the hearing will take place in the absence of the learner. In the event of certificated proof of illness, the meeting will be postponed.

### **Notifying Learners**

Partnership meetings, stage 1 and stage 2 will be held at a reasonable time and place and the learner does not need to be given formal notice in advance. It is good practice however, that parents/carers of learners under 18 (25 if the learner has an EHCP) are invited to attend stage 1 and stage 2 meetings as parents/carers may support the Group in the correction of behaviour if they are involved in the early stages.

Learners who have reached stage 3 and stage 4 must be given 5 working days' notice. Learners aged 18 or above who do not have an EHCP may waive their right to the notice period.

If the Learner is under 18 or under 25 with and EHCP then the Parent/Carer must be invited to attend, Parents/Carers and the Learner should be notified by letter of the following:

- The nature of the alleged misconduct
- The entitlement to be accompanied as detailed above
- Confirmation of the time and place of the meeting
- A named person to contact if they have any queries
- Copies of documentation to be used in the meeting (to be received by learner at least two working days prior to panel)
- An explanation of how the meeting will be conducted
- A request to provide evidence to be included in the meeting (statement)

### **Variations and amendments to this procedure**

If a complaint concerning a staff member (particularly any member involved in ta stage 3 or 4) is received, then the Group has the discretion to delay the learner panel pending investigation.

If the learner or any representative of the learner has any concerns about the fairness of the investigation or any of the proceedings, they are entitled to instigate the Group's complaints procedure.



## **Important Points to Note**

All actions taken involving a learner such as, contacting parents/carers, incidents of minor misconduct, conversations around attendance, or supportive conversations addressed with a learner, must be logged in Pro-Monitor. This is crucial evidence during the behaviour management process. Where information, including Partnership stage meetings, Stage 1, 2 or 3 meetings are not logged in the system, it will be assumed that these did not go ahead. Where conduct action plans are not logged as SMART Targets in Pro-Monitor, it will be assumed that these have not been drawn up and therefore moving to the next stage of the behaviour management framework will not be permitted.

Each stage of the disciplinary process should be recorded by the relevant member of staff (see Appendix 2), full details of the disciplinary should be recorded and not just that a disciplinary has taken place. Such information will be retained securely and centrally in Pro-Monitor. Any written documentation should be stored centrally by the Department Administrator.

Pro-Monitor should not be used to pass a behaviour issue to someone else. If the behavioural issue is noticed by you, you must address it through this policy and procedure.

Staff teaching in Employability teams should consult with their Head of Department, who may in turn contact representatives of the organisation with whom they are working/or are in partnership with, before instigating any formal disciplinary action.

This procedure shall be independent of any disciplinary procedure operated by the learner, sponsor, employer or managing agent.

The vast majority of learners disciplined within Group have a Pro-Monitor record, where they don't, paper records must be retained as evidence of action taken. If a learner has been excluded, the I.S. Team must be notified so that Pro-Solution records can be noted accordingly.

## **Criminal Offences**

Where a member of staff has reason to believe that a learner may have committed a criminal offence, the Group may refer the matter to the Police and/or Professional, Statutory and Regulatory Body (PSRB). The Group may continue misconduct proceedings under this policy and procedure or suspend the learner pending the outcome of police enquiries and any charges which may be brought against the learner.

In the case of a learner being suspended under this provision, when the results of those enquiries and any criminal proceedings are known, the Group reserves the right to recommence proceedings under this policy and procedure in relation to the matter.

Any misconduct action relating to alleged criminal offences will be based on the genuine belief of the member of staff taking the action after a proper investigation and need not wait for court proceedings. It is emphasised that in relation to the application of this procedure the Group is not bound by the results of any criminal proceedings against learners.

**In any cases of allegations management involving Learners following programmes that lead to Professional Practice Awards, it may be necessary for the learner/s to be suspended from the work placement or practice element of the programme while external agencies investigate (Police and/or Local Authority Designated Officer (LADO). This will not necessarily mean that the learner is suspended from the academic study elements of the programme and will be determined on an individual basis.**

### **Appendices and Forms Relating to This Policy and Procedure**

Appendix 1 – Examples of Misconduct and Process Flow Chart

Appendix 2 – Conducting a Stage 3

Appendix 3 - Stage 3 Hearing Flowchart

Appendix 4 - Conducting a Stage 4

Appendix 5 - Stage 4 Hearing Flowchart

Appendix 6 – The Role of the Investigating Officer

Form 1 - Learner Misconduct Hearing Statement

Form 2 - Witness Statement

Form 3 – Investigating Officer Statement

Form 4 - Notes from Learner Meeting

Form 5 - Conduct Action Plan

These are accessible to the public upon request.