



education
training
collective

Policy Statement:

Relationships & Behaviour Policy

Date approved:	June 2026		Review Date:	June 2027	
Approved by:	Standards Improvement Committee				
Relevant to (please ☒):	☒ Bede	☒ Innersummit	☒ NETA	☒ RCC	☒ SRC
Signed (Lead Manager):	Alys Tregear				
Print Name:	Alys Tregear				

Intent

1. Our primary purpose is for people to enjoy their time with us, pass exams/qualifications and go on to do bigger and better things. Our vision is to be a place that people trust; a place where people are inspired to fulfil their potential. We want you to have the best possible College experience, therefore, we have a range of services and resources to help you to succeed. At this College, we are with you all the way and offering support in and out of the classroom, assisting with study, revision, and organisational skills.

2 SCOPE

This policy and procedure apply to all Group sites including; Stockton Riverside College, Bede Sixth Form College, Redcar and Cleveland College, NETA Training and Innersummit and covers all students on all programmes of study, including 14-16 students who are part time and designated as Electively Home Educated. 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 apply to all students 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 Relationships and positive behaviour policy requires a meeting – these will be held virtually where face to face meetings is not possible.

3 STATEMENT OF ACTION

The collective vision of the Education Training Collective (Etc.) is to fuel ambition and drive success for our learners, communities and businesses across Teesside and beyond.

The Etc. is committed to ensuring our students 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. adopts a culture of high support and high challenge for all members of its community.

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 Innersummit. 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
- Single Equality Scheme
- Safeguarding Policy
- Assessment Policy
- Student Contract
- Complaints Policy
- Health and Safety Policy
- Attendance Strategy
- Admissions policy

5 LOCATION AND ACCESS

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



Procedure:

Positive Behaviour: High Support, High Challenge

Purpose

The purpose of this procedure is:

- To create a culture of excellent behaviour where everyone feels safe.
- To ensure that all students are treated fairly, are 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 students to show a high standard of behaviour and be responsible for the consequences of it.
- To ensure that students and, where appropriate, parents and carers understand that inappropriate behaviour has consequences which are applied regarding 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.

Leadership and management

The Etc leaders are highly visible, routinely engaging with learners and staff in maintaining the behaviour, culture and an environment where everyone feels safe and supported. The College leadership team ensures that all new staff are inducted clearly into the College's behaviour culture, so that they understand its rules and routines and how best to support all learners to participate in creating the culture of the College.

Staff induction, development and support.

All staff induction includes direction to this policy, expected behavioural norms and the procedures to follow regarding supporting learners and maintaining positive behaviours. Staff receive regular updates and training regarding positive behaviour strategies from team leaders.

Student Support

This relationships and positive behaviour policy embody our culture and ethos ensuring robust support for students within a culture of care, so they feel safe, can achieve, and are prepared for their next steps. This is developed through a Trauma Informed, restorative and ACE (Adverse Childhood Experience) sensitive approach, where relationships are at the centre of all interactions. This approach encapsulates and supports the wider College community and includes all students, staff, parent(s)/carers and any external agencies who work collaboratively with the College.

It is essential that, wherever possible and appropriate, adults in College have the necessary information and understanding of the context around specific students and behavioural issues that may be presented. It is the responsibility of all teaching staff in the College to be aware of any specific plans and strategies that may need to be implemented to help support students. Early intervention can help to decrease the chances that young people will enter the crisis phase, leading to a quicker recovery and therefore restoration to a lower, more manageable level of stress or anxiety.

A trauma informed/relational approach requires emotionally regulated adults who can provide essential calming of the students in their care, which will ultimately allow them to **re-set and restore/ rebuild / re-engage** in learning once their emotional and mental state allows them to do so. This approach looks to protect and safeguard other students from the destabilising effects certain behaviours may have within the learning environment.

We do not operate a 'one size fits all' approach to challenging behaviour. Instead, we use the approach of a case-by-case approach that takes into consideration the individual circumstances and context of students in our care, while maintaining high standards and expectations. In all cases, the balance of the individual's needs and circumstances with the overall safety and safeguarding of all members of the College is made.

We encourage all staff to 'look at the student beyond the behaviour'. We encourage them to employ professional curiosity to explore the reasons or challenges that may have led to these behaviours to seek to work together to find solutions and repair relationships.

Staff will challenge low-level harmful behaviours, including misogynistic language, prejudice-based language, sexualised comments and online behaviours, recognising that these can escalate if left unaddressed.

Students are offered support from teachers, tutors, Personal Progression Coordinators, Progress Coaches and the High Needs and the Safeguarding and Welfare teams. Students with additional needs, where those needs might affect behaviour, are supported by the wider college support teams.

Safeguarding

The College recognises that changes in behaviour may be an indicator that a student needs help or protection. We will consider whether a student's misbehaviour may be linked to them suffering or being likely to suffer from, significant harm. Where this may be the case, we will follow our safeguarding policy.

Transition into College and Induction

The first 4 weeks of the students' journey is the ideal time to foster positive relationships and to model our college's high expectations. The induction programme educates students about the importance of good attendance and punctuality, and how this will have a positive impact on their achievement and success at college and beyond. The whole College approach to Behaviour for Learning and shared responsibilities, are to be delivered during induction for all students new or returning, by; teacher, tutor, Progress Coach or Personal Progression Coordinator (PPC). It will be further reinforced via the tutorial process. This will ensure that all students know who to go to for support and to promote key messages about being ready for learning, respectful and safe.

Celebrating Success

We celebrate the success of our students in a variety of ways. We recognise that focussing on success and positive outcomes is essential in developing a positive culture and ethos across the College.

Feedback

The simplest form of reward is positive dialogue, which supports improvement in learning. Formal, written feedback and informal discussion should emphasise positive achievement. All staff should give positive feedback to students whenever and wherever possible. This builds self-esteem and helps to build and support the ethos we are aiming for. Staff should be particularly careful to avoid sarcasm, personal criticism, and comments which could be seen to foster low expectations. Feedback should be constructive and focused on specific actions and behaviours, or on work, rather than on students as individuals. It should be accompanied by indications of how to do better and praise for something well done. Work that is returned in a timely way and fully marked shows that staff have valued the work of students.

Attendance

92% attendance is the cross-college *minimum* standard; however, the aim is for students to achieve 100%. Exceptions include absence for genuine illness or external factors such as a family bereavement, and in those cases the College should be notified by a parent or guardian. The College is committed to preparing our students for the world of work, and as such all absence will be monitored and followed up promptly, with supportive interventions and appropriate actions implemented on the day an un-notified absence occurs.

The College adopts a supportive and inclusive approach to attendance improvement. Persistent absence, severe absence and patterns of absence are analysed to identify barriers to engagement. All College staff should recognise that poor attendance and persistent absence may be indicators of safeguarding concerns, including exploitation, mental health difficulties, abuse or unmet needs.

The Student Contract

The contract establishes expected norms and patterns of behaviour. The Group sets high standards for the conduct of its staff and expects the same high standard of conduct from students. To support this, all students have agreed to a student 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 maths and English, tutorial, 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 your work on time.
- Follow our ready to learn – College expectations

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 always follow the health and safety rules and regulations – for example by wearing your student lanyard, only smoking/vaping 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 students 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, students, 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 can influence, listen and work together with others, and 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.

Fitness to Study

The College is committed to enabling all students to complete their programme of study successfully and achieve their potential. There are occasions, however, when physical or mental health issues are so complex or so significant that this is not possible. Each student will be considered on a case-by-case basis. Where concerns are raised this should be shared immediately with the Director of Student Experience and Wellbeing. Where appropriate, a fitness to study panel will be convened with relevant staff. Staff **must immediately** notify the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) where any student has made a suicide attempt. If it is felt that a student's mental health has

deteriorated to a level that poses a risk to themselves or others whilst in college, staff will ensure that a next of kin or key worker is contacted so that they can return home safely. The student will be asked not to attend college until a fitness to study has been arranged. This is to allow information to be gathered, students to access services if appropriate and provide an opportunity to reflect and regulate.

Where it is decided that a student may be able to continue with their studies, an assessment of need will be completed by the College, to determine if it is within our expertise and capacity to reasonably offer the support required. The responsibility to obtain and supply evidence of fitness to study, and any involved costs, lies with the student/ parent/ guardian. This evidence may only be for a finite period, if circumstances change a student will be re-assessed when required.

Ideally, a clear consensus would always emerge regarding the best way to progress, however, this will not always be the case. There will be occasions where the College believes that it has exhausted the support options available, that it has made reasonable adjustments in all aspects of college life, but the student is unable to maintain their fitness to study. These situations impact negatively both on the student, since their welfare is at risk, and on the College since there is an excessive and unreasonable demand on resources.

If the College reaches a decision, after consultation with the student, parents/ guardians (if applicable), that a student should withdraw then this will be actioned. The relevant Principal must be cited if the decision has been made to withdraw before this is processed. If it is agreed that a restart in the following academic year is an option, then this will only be possible if the student is able to provide evidence that their health has improved sufficiently, so that they are fit to resume study without further prolonged absence. Any request to re-enrol for a student who has been subject to a fitness to study panel will be considered by the DSL or DDSL. An admissions panel may be convened involving relevant staff and where appropriate, the student, parent/carer(s) and external services.

A meeting may be held to support complex needs of a student which *may* involve the SEND & High Needs Manager, SENDCO, Designated Safeguarding Lead (DSL) or Deputy Safeguarding Lead, (DDSL), individual teachers, Tutor, Head of Department/ Head of Faculty or Assistant or Deputy Head of Sixth Form (Bede). For panels concerning a student's mental health, the DSL or DDSL will adjudicate on the feasibility of the student's continued place at the College. For panels concerning a student's physical health, the Head of Department or Deputy/Assistant Head of Sixth Form (Bede) will adjudicate on the feasibility of the student's continued place at the College.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is also a form of child-on-child abuse and constitutes serious misbehaviour. One-off incidents, whilst they may be very serious and always be dealt with, do not fall within the definition of 'bullying'.

Bullying is:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves

The College is committed to ensuring that everyone is equally valued, and no-one is mistreated. Harassment and bullying in any form are unacceptable and will not be tolerated. Bullying might be a sign of abuse or other safeguarding issue, and this should be investigated thoroughly. Firm action will be taken to protect the interests of its students and staff whenever incidents come to light. This applies when students are on; College premises, College transport, or college-related activities on other premises.

The College takes various measures to raise awareness and address the potential problem of bullying and harassment. These measures are not exclusive, and each case is judged on its merits with the appropriate action taken. Bullying will be dealt with in accordance with the college's Relationship and Behaviour procedures.

Prohibited Items

Prohibited items are:

- Knives or weapons, alcohol, illegal drugs, aerosols, solvents, stolen items and any other illegal items
- CS spray
- Drug paraphernalia (for instance grinders)
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property of, any person (including the student)
- Any item banned by the college rules which has been identified in the rules as an item which may be searched for (for instance, laser pens).

Searching, screening and confiscation at college

Staff can confiscate, retain or dispose of a learner's property as an intervention in the same circumstances as other relationship and behaviour interventions.

If a member of staff suspects that a student is in possession of a prohibited item, they must inform the Curriculum Manager, or at Bede, the Head of Faculty. If none of these staff are available, the duty manager should be contacted. Two nominated members of staff can then find an appropriate room/space for the search and instruct the student to remove outer layer of clothing and 'turn out' their pockets or bag. **Staff members are not to physically search students' persons.** If the student is unwilling or unable to engage, the searcher will report directly to the Head of Department, or Deputy/Assistant Head of Sixth Form (Bede).

Trauma informed searching includes:

- Be aware that the student may have had previous distressing experiences of being searched

- Explaining clearly why the search is required and make sure they understand what you have said.
- Remain calm. Even though somebody may be distressed and shouting – do not shout back - keep a low calm voice
- Keep a calm and reassuring manner and offer the student the opportunity to ask questions
- Staff should always consider whether a student may have SEND, trauma or communications needs and seek further support if required.

A record must be made on Pro Monitor of:

- Why was the search conducted?
- Who authorised the search?
- What was searched?
- Who conducted the search?
- Place, date, time of the search
- What was found?
- Parent/carer is to be contacted and informed of the search/results
- If the student is unwilling or unable to be searched, note why. Then call parents/ carers.
- Report must be made to safeguarding staff

If, during a search, the person carrying out the search finds any prohibited items a picture must be taken as evidence alongside the student ID card. If an offensive weapon or illegal item is found the searcher may seize and retain the item, which must be handed over to the police as soon as possible. Contact the Estates or Safeguarding Team for advice and support on the correct protocol for storage. The police and social care services will be contacted appropriately.

Learner on learner including Child on Child Abuse

All staff are aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of college and online. Sexual violence and sexual harassment are never acceptable, and it will not be tolerated. It should never be passed off as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys”. All staff will challenge inappropriate behaviours between children, that are abusive in nature. In such instances, the Safeguarding team and Head of Department must be informed, and the relationship and behaviour process will be followed.

Formal Support and Behaviour Review Process

If students continue not to meet College expectations, despite receiving informal support such as student meetings with teachers, tutors or PPC’s, or if they are not yet making expected progress, the inappropriate behaviour will be investigated to look at the root causes.

The Student Contract, as part of the whole college approach to Behaviour for Learning seeks to promote and endorse the underpinning expectations of all students.

The purpose of the Student Contract is to ensure that a consistent process for timely and effective intervention of ‘at risk’ students, who may not yet be achieving their expected

progress and/or engaging in behaviour that might diminish their own or others' learning, is in place. The students' welfare, behaviour and performance are the responsibility of all, who will play a part in the students' journey, and effective and positive relationships and communication about students between *all* staff is essential.

The Relationship and Behaviour Procedure outline the supportive interventions, restorative approaches and formal processes that may be used where students experience difficulty meeting college expectations.

Reasonable adjustments will be made for students who identify with safeguarding, SEND support needs or other vulnerabilities (these may be temporary); these students will still follow the contract process.

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

Partnership Stage

Several measures may be taken in response to being placed on any contract or to improve behaviour for learning. These might involve, but are not limited to:

- Attend identified additional workshops/lessons to complete missing work.
- Interventions with external agencies, e.g., police, charities, turning point.
- Amendments to timetable.

Stage 1 –Informal Verbal Supported Improvement Notice

Stage 2 –Formal Written Support & Expectation Notice

Stage 3 –Final Intensive Support & Expectation Notice

Stage 4 –Formal Misconduct Hearing

The Relationship and Positive Behaviour Process

Examples of behaviours requiring support at each stage are attached to this document.

For all stages, please follow all directions on the Relationship and Positive Behaviour Guide Grid, Appendix 1.

Partnership (Informal) Stage 0.

The Partnership Stage is supportive and offers 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. Staff will help the student to consider the long and short-term consequences of their behaviour and to make positive choices going forward.

Formal Stages

Entering formal stages should only be considered after a student has had the opportunity to correct their behaviour informally, after a Partnership Stage or where the behaviour is serious enough to warrant formal action.

Stage 1

A stage 1 meeting may result in a verbal warning.

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.

Stage 2

A stage 2 meeting may result in a written notice.

The Group may hold a stage 2 meeting if, a verbal notice 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~~ behaviour concerns take place, whether the behaviour relates to a verbal notice *OR* the seriousness of behaviour warrants moving to the next stage.

Stage 3

There **must be** a discussion with Curriculum Manager (CM) or Head of Department (HoD) or Head of Faculty (Bede), **BEFORE** this stage is instigated.

Request for a Relationship and Behaviour Hearing Form at Stage 3 must be completed and **sent for approval** to the CM or Head of Faculty at Bede, **BEFORE any investigation is started**. (Please see Appendix 2).

An investigation must be carried out prior to a stage 3 meeting.

Please see Appendices 3, 4 and 5 for guidance.

Please see Appendix 4 for the Role of the fact-finding officer.

A Stage 3 meeting may result in a final written notice.

Please see Appendix 5A – Conducting a Stage 3 meeting.

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

Please use STAGE 3 PANEL MEETING FORM (Appendix 5B) and once completed upload onto Promonitor.

Stage 4

A Stage 4 meeting is usually held in the event of Gross Misconduct and may result in exclusion from the Group.

There must be a discussion with a member of the wider Senior Leadership team **BEFORE** any investigation is started.

Request for a **Relationship and Behaviour Hearing Form** at Stage 4 **must be** completed and **sent for approval** to the Senior Leader **BEFORE** any investigation is started. (Appendix 2). ECAS will not commence the stage 4 process until confirmed has been received from a senior leader.

Stage 4 meetings are to be minuted by the department Administrator.

Where the alleged misconduct is deemed to be 'gross misconduct', to allow a thorough investigation to take place, the student may be asked not to attend college by the Head of Department, Curriculum Manager or Deputy/ Assistant Head of Sixth Form (Bede) and asked

not to enter any Group sites until invited to attend a Relationship and Behaviour hearing. The intent is to allow information to be gathered, students to access services if appropriate and provide an opportunity to reflect and regulate. This should be made clear to the student and their support network and is not a suspension whilst further information is gathered. The manager must complete all sections of the student disciplinary checklist and submit to ECAS administrators before any stage 4 meeting will be arranged. The Head of department will determine whether it is appropriate and safe for a student to return to college whilst the fact finding takes place.

Conducting Relationship and Behaviour Hearings

A student who has been invited to attend a hearing must take all reasonable steps to attend. Any student 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 student fails to attend without good reason, the hearing may proceed based on the information available, and a decision made.

Students have the right to be accompanied by a family member, carer, or advocate. (The advocate may not be a fellow student). Advocates should be encouraged and can be arranged by the College from support teams such as Learning Support, Student Experience and pastoral staff within curriculum teams. The advocate's role is to support the student to regulate themselves during the stage 4 process and model positive behaviour and support.

The person accompanying may address the hearing and may confer with the student during the hearing but does not have the right to answer questions on the student's behalf (unless there are mitigating circumstances e.g., students with learning difficulties and disabilities or someone who is there in an advocate role). The person accompanying must not address the hearing if the student does not want him or her to, or prevent anyone, including the student 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 student and give the student the opportunity to respond in full. If any matters come to light during a Relationship and Behaviour hearing that require further investigation, the Group may, at its discretion, adjourn any hearing to enable further investigations to be carried out.

These are examples of serious breaches of college expected behaviours

College leaders will have the final say with regards to what is deemed a serious breach of college rules.

1. Where a student is unable or unwilling to follow a reasonable request, which could place a student or staff member at risk of harm.
2. Breaches of health and safety rules.
3. Verbal abuse of students, staff, or other adults.
4. Found in the possession of or suspected of using prohibited items (see Prohibited items list in search section)
5. Bringing an offensive weapon into the College/grounds.

6. Wilful damage to property.
7. Homophobic or racist bullying.
8. Bullying, including online.
9. Sexual harassment or misconduct.
10. Nude/semi-nude image sharing
11. AI-generated intimate imagery
12. Creation or distribution of deepfakes of staff or students
13. Theft.
14. Making a false allegation against a member of staff.
15. Behaviour which calls into question the good name and order of the College.
16. Repeated behaviours that impact learning, safety or relationships. This includes repeated serious breaches of college rules and/or repeated escalation of behaviour interventions.
17. Minor assaults or fighting.
18. This list is not extensive and other serious breaches of college rules can be added.

Conducting a Stage 4 Meeting (Further details can be found in Appendices 6 & 7)

- The Chair will outline the meeting format and possible outcomes and state the reason for the Relationship and Positive Behaviour meeting
- The Fact-Finding 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 student, the Chair will ask for the student and their representatives and the Fact-Finding 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 student that this will take place with immediate effect.
- Decide on the length of time before the student will be considered for a place at Group, usually 1 year, however for serious gross misconduct, they may never be considered suitable – M.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 (ECAS).

All these matters will be confirmed to the student in writing. If the student is 19 or under a copy of the outcome must also be sent to Parents/Carers by the ECAS Team. If the student is a Child in Our Care this must also be sent to the Virtual School as Corporate Parent.

Appeals

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

Any student may make an appeal regarding a final written notice or exclusion decision taken in respect of them. 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 appeals@the-etc.ac.uk . Until the appeal has been considered, the student will remain excluded if this was the original sanction.

Upon receipt of an appeal:

- The appeal will be conducted by the Campus Principal at the student's home campus.
- The Campus Principal will:
 - review the original documentation and outcomes of any Relationship and Behaviour panel
 - and may also speak to the Fact-Finding Officer, panel members and the student
- The Campus Principal may decide that there is insufficient evidence to make a decision and reconvene a Relationship and Positive Behaviour appeal meeting with the student
- The Campus Principal will inform the student 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.

Support

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

Notifying Students

All meetings will be held at a reasonable time and place.

Parents/carers of students under 19 (25 if the student has an EHCP) are informed of and are welcome to attend Stage 1 and 2 meetings.

Students who have reached Stage 3 and Stage 4 will be invited to a formal meeting.

If the Student is under 19 or under 25 with and EHCP then the Parent/Carer must be invited to attend, Parents/Carers and the Student should be notified 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 student 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 a Stage 3 or 4)

is received, then the Group has the discretion to delay the student panel pending investigation.

Important Points to Note

- All actions taken involving a student such as, contacting parents/carers, incidents of minor behaviour concerns, conversations around attendance, or supportive conversations addressed with a student, must be logged in Pro-Monitor.
- This is crucial evidence during the relationships and behaviour process.
- Where information, including Partnership Stage meetings, Stage 1, 2 or 3 meetings and/or conduct action plans are not logged in the system, it will be assumed that these did not go ahead.
- Each stage of the Relationship and Behaviour process must be recorded by the relevant member of staff.
- 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 relationship and behaviour action.
- This procedure shall be independent of any Relationship and Positive Behaviour procedure operated by the student, sponsor, employer or managing agent.
- Most students disciplined within Group have a Pro-Monitor record, where they don't, paper records must be retained as evidence of action taken. If a student has been excluded, the M.I.S. Team must be notified so that Pro-Solution records can be noted accordingly.

Criminal Offences

All students must declare any unspent convictions or ongoing investigations and notify the College should this occur during their studies. The College will implement its Criminal Conviction Decision making framework. Where a member of staff has reason to believe that a student 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 student pending the outcome of police enquiries and any charges which may be brought against the student.

In the case of a student 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 students.

If any **allegations involve Students following programmes that lead to Professional Practice Awards**, it may be necessary for the student/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 student is suspended from the academic study elements of the programme and will be determined on an individual basis.

Complaints

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

Appendices relating to this Policy and Procedure ([Policies and Procedures - Behaviour management - All Documents \(sharepoint.com\)](#))

Appendix 1 – Relationship and Behaviour Guide Grid

Appendix 2 – Request for a Relationship and Behaviour Hearing at Stage 3 or 4 Form

Appendix 3 – Stage 3 Process

Appendix 4 – Role of Fact-Finding Officer

Appendix 5A – Conducting a Stage 3 Meeting

Appendix 5B – Stage 3 Panel Meeting Form

Appendix 6 – Stage 4 Process

Appendix 7 – Conducting a Stage 4 Meeting

Appendix 8 – Conduct Action Plan

Forms relating to this Policy and Procedure

Form 1 – Student Misconduct Behaviour Hearing Statement

Form 2 – Witness Statement

Form 3 – Fact Finding Officer Statement

Form 4 – Notes from Student Meeting

Form 5 – Conduct Action Plan

These are accessible to the public upon request.

National Guidance

[Keeping Children Safe in Education](#)

[Working Together to Safeguard Children](#)

[DfE Promoting the education of looked-after children and previously looked-after children 2018](#)

[Working definition of Trauma Informed Practice](#)

[DFE Mental health and behaviour in schools](#)

[DfE Behaviour in schools' guidance 2024](#)

[DfE Searching, Screening and Confiscation July 2022](#)

[Filtering and monitoring standards for schools and colleges Updated March 2023](#)

Examples of Behaviours requiring support and Retrospective Stages

Stage	Examples (Not Exhaustive)
Partnership: Early signs of patterns of unwanted behaviour	• Disruptions in class which despite attempts to correct there was no improvement. • Disruption or poor behaviour anywhere in college which despite attempts to correct there was no improvement. • Failure to follow Ready to Learn College expectations after one of two prompts. • Lateness and attendance concerns which has not been corrected after one or two conversations attendance at 95% or below. • Failing to attend College prepared for study (e.g. not bringing uniform/materials) on one or two occasions. • Initial stages of missing targets in relation to their programme requirements
Stage 1: To be instigated where, agreed improvements within the conduct action plan have not been made. or behaviour warrants moving immediately to stage 1	Single incidents of which have been addressed and recorded at Partnership or; • Several lateness and attendance concerns with evidence on ProMonitor if Partnership is now too late i.e. Attendance of 90% or below • Continued Failure to follow Ready to Learn College expectations after one of two prompts. • Failing to attend College prepared for study (e.g. not bringing uniform/materials) • Minor disruptions anywhere on campus • Consistently not meeting targets in relation to their programme requirements
Stage 2: To be instigated where, agreed improvements within the conduct action plan have not been made or behaviour warrants moving immediately to stage 2	Single incidents of which have been addressed and recorded at Stage 1 or; • More serious disruption or refusal to cooperate. • Disruptive behaviour anywhere on campus • Continuous attendance issues where there are no mitigating circumstances, attendance at 85% or below. • Consistently not meeting targets in relation to their programme requirements

Examples of Misconduct and Process Flow Chart

Stage 3: To be instigated where, agreed improvements within the conduct action plan have not been made or behaviour warrants moving immediately to stage 3.	Repeated incidents of which have been addressed and recorded at Stage 2 or; • Potential bullying of other students including cyberbullying • Disrespect of students, staff or College property • Further continuous attendance issues where there are no mitigating circumstances, attendance at 80% or below • Failure to adhere to college acceptable e-User, anti-bullying, Health and Safety or safeguarding policies
Stage 4: To be instigated where, agreed improvements within the conduct action plan have not been made or behaviour warrants moving immediately to stage 3.	Limited progress despite support or intervention/Incident of alleged serious/gross misconduct including the following: • Any incident that results in the student being involved with Police as a suspect in an incident (whether in or out of College) • Theft • Fraudulent claiming of student benefits • Academic misconduct (which will also be subject to Awarding body guidelines and sanctions) • Dealing or distribution of drugs or alcohol whilst at college • Putting the safety and wellbeing of staff or other students at risk • Bullying including cyberbullying • Carrying weapons when on college premises • Any abuse towards staff or other students, i.e. physical, financial, sexual, emotional and verbal. • Fighting, assault, violence or threatening behaviour • Bullying • Any action likely to endanger seriously the health and safety of any student, member of staff or any other person • Theft or fraud • Deliberate or reckless damage to college property or equipment • Suspected of being intoxicated on alcohol, drugs or other mind altering substance, including prescription medication whilst at college • Acting in a manner (including using Information technology) which would bring the college into disrepute • Unlawful behaviour which interferes with the legitimate freedom of speech, ideas or action of any other student or member of staff • The possession of any obscene material on college premises or the use of college resources to access or distribute the same • Serious antisocial behaviour (e.g. acts of indecency) • Offences in connection with the college's examinations or assessments • Plagiarism i.e. copying part or whole of someone else's work and claiming it as their own Including the use of unedited AI generated text e.g. Chat GPT