

# Positive Behaviour Framework

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**Policy/Procedure Owner:** ELT/CMT-Procedure not Policy

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**Next Review:** August 2024

**Responsibility for Review:** Support for Learners Group

**Policy Review Frequency:** two years

Applicable to staff: Yes

Applicable to students: Yes

Publish on College website: Yes

## Consultation:

Undertaken with:	Yes/No:	Date:
Board/Committee		
ELT	Yes	16 August 2022
SMT		
Unions		
Students	Yes-Learner Voice & Student Council	
Employees		
Employers/Stakeholders		

## Any Associated Documentation, for Reference:

**Fitness to Study Procedure, Safeguarding Policy, Health and Safety Policy  
Anti-Bullying and Harassment Policy, Equality, Diversity and Inclusion Statement  
Fee and Refund Policy, Admissions Procedure**

**ELT SIGN-OFF:** Marie Haworth, Vice Principal Quality, Teaching, Learning & Learner Support



**Purpose and Rationale:** This procedure aims to provide the framework within which issues of learner attitude and behaviour will be handled.

The community of Preston College has a responsibility to adhere to the standards and expectations outlined within the Positive Behaviour Framework. Preston College remains committed to making our learners the most employable by setting high standards and expectations for learners including those in further education, higher education and apprentices.

The procedure aims to clarify:

- Preston College's values
- The standards of attitude and behaviours expected from all learners, including FE, HE and apprentices
- The role of all staff in promoting positive attitudes and behaviours
- The scale of sanctions
- Supportive opportunities at each stage of the Positive Behaviour.

### **Positive Behaviour Framework**

These procedures aim to ensure that the College's commitment to learning, in a safe environment, is maintained and improved upon. All learners have the responsibility to behave in an appropriate and employment focused manner. All staff have a responsibility to promote positive behaviours, reporting and addressing inappropriate conduct ensuring that learners receive consistent, fair and equal treatment. Learners and staff are expected to show mutual respect and a commitment to learning, contributing to a safe and enjoyable College community. At times a learner will require the supportive structure of the Positive Behaviour Framework to guide their learning journey and address inappropriate behaviours outlined in the College's Behaviour Charter, health and safety regulations, the Learner Agreement and the Positive Behaviour Framework.

The Positive Behaviour Framework explains the standards of attitude, behaviour, attendance and performance expected from all learners. The Behaviour Charter is applicable at all times whenever learners are involved or engaged in College activities, irrespective of where those activities take place. This includes when travelling to and from College on public transport, or taking part in College trips and visits, sporting events and online activity. Learners who break aspects of the Behaviour Charter will accumulate sanctions which may lead to the loss of their right to remain at College.

There are 10 key points to the **College Behaviour Charter** which state that all learners, including adults, apprentices and higher education must:

1. Display a valid Preston College ID card and produce it whenever required by a member of staff. This is important to ensure the safety of the College community. Anyone not wearing a College ID card will be asked to produce their ID badge or collect a day pass from student services.
2. Be on time (punctual), attend all classes/sessions and communicate reasons for any absence directly to the Absence hotline before 9am on the day of absence. Absence and punctuality records will inform university and employer references written by the College. It is expected that all students strive for 100%. Those falling below their individual target, as agreed by their Student Manager, will receive intervention which could lead to sanctions being applied.

3. Behave in a respectful way towards others at all times and display the appropriate behaviour and attitude towards learning. The College will not tolerate harassment of individuals in any form. This includes a robust response to all incidents of Hate Crime, sexual harassment, or sexual assault. Our expectations of learner behaviour extends to any time spent offsite during the College day, bus travel, college trips and visits, sporting events and online activity including online defamation of Preston College.
4. Smoke or vape only in the designated areas.
5. Not use foul and abusive language or spit on College premises. This includes incidents of Hate Crime (bullying, harassment, or hostility).
6. Not be in possession of, or under the influence of alcohol or controlled drugs.
7. Comply with course requirements, such as appropriate dress, the wearing of uniforms and PPE, meeting coursework deadlines, and tasks and activities set outside of class.
8. Not make inappropriate use of computer and electronic equipment or College property.
9. Use mobile phones appropriately and when directed by staff to maximise learning opportunities.
10. Not be in possession of an offensive weapon, or articles made, intended or adapted for use as a weapon.

Please note that the College uses extensive CCTV to keep all individuals safe.

### **Serious Wrongdoing**

Any learner accused of behaviour deemed as Serious Wrongdoing will be suspended from the College immediately pending an investigation. Suspension is not a punishment – it simply allows the College to investigate any alleged incidents and make sure all of our learners are safe. The seriousness of the incident and any mitigating circumstances will be taken into account at the resulting Formal Review Meeting (further information can be found in Stage 4, Formal Review Meetings) and the outcome could result in the application of the appropriate level of sanction, learner action plan and targets or possible removal from College.

Serious Wrongdoing includes, but is not restricted to, the following behaviour:

1. Bullying and harassment of others, including via digital means. *The College will not accept harassment of individuals by anyone.*
2. Threatening behaviour towards or assault upon learners, staff, and members of the public on College grounds or online platforms, including sexual, racial or homophobic verbal abuse. This constitutes a Hate crime or incident (as defined below).
3. Misusing, damaging or vandalising College property.
4. Theft.
5. Possession of an offensive weapon, or articles made, intended or adapted for use as a weapon.

6. Committing any criminal offence whilst on a College site, on College transport, online platforms or on a College activity. This also includes any time spent offsite during the College day.
7. Deliberate or reckless behaviour that endangers others.
8. Unruly/disruptive behaviour in a classroom/workshop/food outlet/learning centre.
9. Fraud or falsification of College records/ID/data.
10. Dangerous or reckless driving on College premises.
11. Being under the influence of, or in possession of alcohol, illegal drugs and other non-prescribed substances.
12. Plagiarism, cheating or any other form of malpractice in examinations or assessments.
13. Failure to adhere to the Examinations Notice to Candidates or examination regulations which are displayed in exam rooms and on the exam notice board.
14. Participating in risk taking activities included in the Prevent Duty.

NB: This list is not exhaustive and the College reserves the right to make the decision about whether or not any action constitutes Serious Wrongdoing.

Please be aware that in relation to serious wrongdoing, the College will not hesitate to suspend or exclude a learner in order to ensure the safety of our learners, staff and the local community. The College works closely with the police and external stakeholders to keep all safe. Preston College operates a robust approach to any Hate crime or incident, or any incidence of Sexual Harassment or Sexual Assault and will deal with any occurrence as an example of Serious Wrongdoing. We will also report the matter to the police and external stakeholders as appropriate. A Hate crime is defined as "Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice, based on a person's disability or perceived disability; race or perceived race; or religion or perceived religion; or sexual orientation or perceived sexual orientation or transgender identity or perceived transgender identity."

### **Car parking**

The car parks form part of the College campus and only authorised individuals should be using them. If learners use the car parks, they must:

1. Observe the 10mph speed limit at all times, and drive in a manner which does not endanger other individuals or vehicles
2. Not use disabled spaces unless in possession of a disabled badge
3. Not park in a manner that obstructs pavements or access ramps.

The College may issue windscreen warnings or resort to invoking the behaviour sanctions where appropriate. The College has extensive CCTV throughout the college campus including all car parks

## **Attendance and Punctuality Procedure**

Attendance will be monitored on a weekly basis by Student Managers, Heads of School and Curriculum Leaders. If attendance falls below the agreed target, the following support interventions will be implemented and subsequent sanctions may follow.

1. Tutors/Student Managers to speak to the individual regarding attendance and offer support. Remind the individual of expectations/set targets and supportive strategies offered (if applicable)
2. Persistent/sporadic absence/long term absence: Tutors and Student managers can access a range of interventions:
  - a) Contact with parents/carers/guardians including phone calls or letters where appropriate, in line with data protection.
  - b) Supportive meeting with optional referrals to support services in College e.g SEND/welfare or where appropriate referral to the Fitness to Study Procedure
  - c) Report Cards
3. Informal Verbal Sanction Stage 1 (to be recorded on ProMonitor as a comment)
  - a) Development targets agreed.
  - b) Meeting with Curriculum Leader
  - c) Escalation to 'Positive Behaviour Framework' sanctions

## **Stages and Scale of Sanctions**

### **Informal Action**

#### **Stage 1 - Informal Sanction**

Minor incidents (e.g. running down a corridor, being unnecessarily loud, littering, first incident of inappropriate use of college devices) should be positively addressed by the member of staff observing this behaviour. Mention should be made directly to the learner regarding inappropriate behaviours, college expectations and ways to improve. An informal verbal sanction should be given and appropriate support offered.

### **Formal Action**

There are 4 formal stages to the Positive Behaviour Framework. At each stage of the process, learners should be offered support and encouraged to engage in the activities and discussions in order to improve their conduct and prevent further behaviours or sanctions from arising. Support is available via the Student Manager and Learner Support Team and covers SEND, pastoral development, substance misuse, time management, English and Maths, welfare, mental health and much more. Other interventions may also be used alongside the 4 stages.

#### **Stage 2 - Verbal Sanction**

The purpose of Stage 2, Verbal Sanctions, is to seek a positive resolution without further escalation and to formulate a plan of action that supports progression and achievement. However, inappropriate behaviour can be escalated directly to stage 2 at the discretion of the College. The Student Manager and/or Curriculum Leader will meet with the learner to determine the circumstances surrounding the allegations. During this time, the learner, Student Manager and/or Curriculum Leader will discuss the causes of inappropriate behaviours as well as ways to make improvements. Discussions should include mutually agreeable strategies to support positive engagement at College and realistic targets to avoid further escalation of sanctions in the future. Parents, carers and employers will be contacted as appropriate, in line with GDPR.

*Examples of behaviour that might trigger a verbal sanction for first offences: persistent smoking or vaping outside of designated areas, inappropriate use of computer equipment, persistent failure to display an ID card, continued poor attendance and punctuality or disruptive behaviour.*

### **Stage 3 - Written Sanction**

The purpose of Stage 3, Written Sanction, is to address persistent and continuing displays of negative behaviours. Normally escalation to Stage 3 results from the targets set at stage 2 not being met or recurrences of identified inappropriate behaviour. However, inappropriate behaviour can be escalated directly to stage 3 at the discretion of the College. The Student Manager and/or Curriculum Leader will meet with the learner to determine the circumstances surrounding the allegations. During this time the learner, Student Manager and/or Curriculum Leader will discuss the causes of inappropriate behaviours as well as ways to make improvements. Discussions should include mutually agreeable strategies to support positive engagement at College and realistic targets to avoid further escalation of sanctions. Additional support will be incorporated into the targets in order to give the learner the best possible chance to succeed. Support can include but is not limited to, counselling, mentoring, mental health services, academic and study skills. Following the meeting a written letter will be sent, confirming the Written Warning including inappropriate behaviours and agreed targets. Parents, carers and employers will be contacted as appropriate in line with data protection.

*Examples of behaviour that warrant a written sanction include, but are not limited to, repeated behaviours where previous sanctions and interventions have been unsuccessful, persistent disruptive behaviour in class/workshop, non-compliance with health and safety protocols, malpractice in examinations, plagiarism and inappropriate use of college resources including IT facilities.*

### **Stage 4 - Final Written Sanction**

The purpose of Stage 4 Final Written sanction is to develop a plan to support progression and achievement.

Stage 4, Final Written Sanction, represents the most serious escalation of alleged inappropriate behaviour and/or continual breaking of the Behaviour Charter. Alleged incidents of serious wrongdoing can be referred directly to stage 4 without the requirement of previous stages. In the event of alleged Serious Wrongdoing the learner will be suspended from College pending the outcome of the meeting and any associated investigation.

*Examples of behaviour that might trigger a Final Written Sanction for first offences include serious disruptive behaviour, bullying, dangerous driving, harassment or aggressive behaviour towards others.*

Suspensions:

Suspensions can be issued by Executive Leadership Team, Heads of School / Department, Designated Safeguarding Lead, and under exceptional circumstances the Pastoral Coordinator and Support Leaders. Suspended learners will be asked to work from home until a Formal Review Meeting is scheduled.

Suspension is not a punishment in its own right. It allows time to investigate the incident and allegations pending an outcome and to ensure the health and safety of all staff and learners. The seriousness of the incident and any mitigating circumstances will be taken into account at the resulting Formal Review Meeting and the outcome could result in the application of the appropriate level of sanction, learner action plan and targets or removal from College. Suspended learners must abide by the terms of their suspension and will have access to remote learning and support to minimise the impact on their learning and should expect regular wellbeing contact from their Student Manager during this time. Learners who fail to comply with any conditions of suspension will be taken into account at the resulting Formal Review Meeting.

At this stage a Formal Review Meeting will be scheduled and the learner will be invited to attend the meeting within 7 working days. Parents, carers and employers will be contacted as appropriate.

#### Formal Review Meetings

The learner will be invited to attend a Formal Review Meeting following stage 4 sanctions, serious wrongdoing or a suspension. The learner will be invited to a Formal Review Meeting and is encouraged to be accompanied by a supportive family member or trusted adult if they wish. In the case of an apprenticeship, the employer should be informed and invited to attend. The College will provide language and translation support during the meeting, upon request.

The meeting:

- Welcome and introductions
- Aim of the meeting and potential outcomes
- Outline of allegation/s, review of documentation or visual evidence
- Learner response/s
- Summarise the allegation/s and learner response/s
- Opportunity for third party contribution
- Close and thanks.
- Learner and guest leave the campus
- Decision of the panel will be communicated to the learner by phone call and letter within 5 working days.

Possible outcomes of Formal Review Meetings:

1. Learner returns to College with no sanctions
2. Learner returns to College with Verbal/Written/Final Written sanctions/support in place.
3. Learner returns to College with other conditions attached
4. Learner is temporarily removed from College\*
5. Learner is permanently removed from College\*
6. Learner is permanently removed from College without the right to make an internal appeal\*

Learners returning to College should report directly to their Head of School who will return their ID badge.

Permanent Removal means that the learner will not be able to enrol onto any course until the next academic year as a minimum, future readmission will be at the discretion of the College and will take into account the reasons for the exclusion and any change in circumstances.

\*For learners in receipt of 24+ Loans, HE Loans or who are self-financing their studies, the College's Fee Refund Policy applies. The policy can be found on the College's website, <http://www.preston.ac.uk/refunds/>

#### Appeals procedure

Learners have the right to appeal against disciplinary action taken, unless their removal from College explicitly states without right to make an internal appeal.

Appeals against Verbal, Written and Final Written sanctions should be made in writing, stating the reason for appeal, and given to the appropriate Head of School. The outcome of the appeal will be given in writing within 5 working days.



Appeals against Removal from College should be made in writing to the Principal within 5 working days from the date of the removal letter. The learner, in their letter, should clearly state the grounds for the appeal and also include details of any new or further information, which they wish to be taken into consideration.

An Appeal Investigator (but not the person who originally issued the sanction or removal from college) will be appointed by the Principal. The role of the Appeal Investigator is to check all documentation and witness evidence associated with the removal, verify that College procedures have been adhered to and interview staff and learners where appropriate.

The Appeal Investigator will communicate a decision to the learner in writing within 10 working days of the appeal. If an appeal is successful and the learner is allowed to return to College, any amendments will be made to their College record. The decision of the Appeals Investigator will be final.

#### Removed learners re-applying to the College

Any learner removed from College for the academic year in question may re-apply to the college for the following academic year. However, re-admission will depend upon authorisation from the Executive Leadership Team, after an interview and consultation with the Head of School has taken place. If the learner is accepted to study, a formal agreement will be issued with criteria clearly stating the conditions that must be met by the learner. Should the learner not meet the criteria after a review of the agreement then the learner will be asked to leave College.

#### 14-16 Pupils

The procedure applies equally to 14-16 pupils, however where a 14-16 pupil is a part-time learner at the College, direct correspondence will be between the College and the School and not the parent/carer. As such, when applying the procedure, for 14-16 part-time learners, please substitute parent/carer with school and direct all written correspondence to the relevant contact at the school. Please also note that contact with the School should only be made by the Student Manager or Head of Curriculum (14-19) or in exceptional cases members of the Executive Leadership Team.

## **Appendix A - Procedures for staff when following the Positive Behaviour Framework.**

All staff have a responsibility to promote positive behaviours and address inappropriate conduct, ensuring that learners receive consistent, fair and equal treatment. Learners and staff are expected to show mutual respect and a commitment to learning, contributing to a safe and enjoyable College community.

### **Stage 1 Informal Sanctions**

Verbal sanctions should be addressed by the member of staff witnessing the behaviours. All staff have the responsibility to positively address inappropriate behaviours and reinforce College expectations. In doing so the member of staff should provide strategies and ways for the learner to make improvements and learn from the event. For record purposes the member of staff witnessing and responding to inappropriate behaviours should note the event of ProMonitor along with the actions taken.

Staff should log inappropriate behaviours via Promonitor comments as A Cause for Concern marked for the attention of relevant staff, as well as being visible to the learner. This facility should be used to document low level concerns, particularly around course performance. Cause for Concerns are a good way of building a picture and alerting the Student Manager and other key staff of potential problems, allowing for early interventions.

### **Stage 2 Formal Verbal Sanctions, and stage 3 Written Sanctions:**

Staff should continue to have high expectations for learners addressing any inappropriate behaviours. Should behaviours escalate to stage 2, or 3 member of staff should record the incident via Promonitor as A cause for Concern, marked for the attention of the appropriate Curriculum Leads and Student Manager.

Student managers, curriculum leaders or Heads of School should meet with the learner to discuss alleged allegations seeking to explore the situation in full to provide an appropriate outcome. Parents/carers to be contacted as appropriate, in line with data protection.

#### *Recording process:*

- The Student Manager/Curriculum Leader must input the Verbal or Written sanction directly onto ProMonitor, making it visible to student/parent/employer.
- Concerns of a Safeguarding or Prevent nature should be recorded on 'myconcern' for the safeguarding team to oversee.
- Mutually agreed targets/action plans and support interventions should be arranged and logged on Promonitor including targets by the Curriculum Leader or Student Manager.
- A comment for the attention of any member of staff associated with the learner should be logged. In the event of a Written Sanction the comment should also be made for the attention of the appropriate Curriculum Support team to enable them to generate a letter.
- If appropriate, the Student Manager or Curriculum Lead should make contact with the parent/guardian to discuss the concerns.
- In the case of a Written Warning a formal letter will be sent home from the Curriculum Support team outlining reasons for and actions resulting from the sanction. The letter will then be uploaded to ProMonitor.

### **Suspensions**

- Learners should be informed by a Head of Department or members of the Executive Leadership Team of their suspension, removing their learner ID badge and asking them to remain off site until a Formal Review Meeting is arranged.
- Suspensions should be logged via Promonitor under 'meetings', making it visible to learner/parent/employer as appropriate.

- Where possible learners' parents/carers/employers should be informed of a suspension, as appropriate with data protection.
- A date for a Formal Review Meeting is agreed with the learner, and if appropriate parents/carers and employers, within 7 Working days of the initial suspension.
- The learner should be given work or access to remote learning during their period of suspension and a Special Leave mark be issued during the suspension period.
- A comment for the attention of any member of staff associated with the learner should be logged. The comment should also be made for the attention of the appropriate Curriculum Support team to enable them to generate a letter confirming the suspension and agreed Formal Review Meeting, alternatively a phone call could be made to confirm the meeting time and date.

#### **Stage 4**

##### *Recording process:*

- The Head of School or delegated person must input the Final Written sanction directly onto ProMonitor, making it visible to learner/parent/employer.
- A comment for the attention of any member of staff associated with the learner should be logged. The comment should also be made for the attention of appropriate Curriculum Support team to enable them to generate a letter or phone call inviting them to the Formal Review meeting.
- The Formal Review Meeting will be conducted by the appropriate Head of Department.
- The Head of Department will liaise with internal and external stakeholders as appropriate and collate a range of information to better understand the alleged allegation.
- The Head of Department will record notes from the meeting via promonitor meetings as well as any outcome, and agreed targets as appropriate
- Curriculum Teams must be added the meeting. A final Written Warning letter will be sent confirming the discussions and agreed actions from the meeting.
- If a learner is removed from College a note must be made on EBS and withdrawal process be completed by Curriculum Teams

## Appendix B: Scale of Sanctions Flow Chart

