Positive Behaviour Management Policy

1.   Introduction

There are many forms of behaviour that can impact on a student's time at college, our aim is to ensure that students stay at college, complete their course and achieve their potential. Therefore, managing behaviour should always be seen as a supportive measure with actions to address and change behaviour. A holistic approach, considering all aspects of college life and external factors, will always be looked at when considering any students' behaviour; this will encompass Social, Economic and Mental Health needs.

1.1.   We will promote positive behaviour management by having a clear consistent behaviour management approach and focus on the prevention of inappropriate behaviour by using effective behaviour management techniques. All staff both teaching and business support have a responsibility to promote positive behaviour and wellbeing through their own conduct and their interactions with students.

1.2.   The aim is that Chichester College Group provides a supportive behaviour management policy that supports students through a staged series of interventions that ensures they are aware of their responsibilities, have opportunity to learn from their behaviour and make positive changes to achieve. It is the expectation of Chichester College Group that all staff and students promote tolerance and mutual respect.

1.3.   The student referral procedure is an important aspect of student support. The principles behind this procedure are to support a student to take responsibility for their own learning and behaviour and to help a recovery process where an issue or difficulty has been identified. The student referral procedure should therefore be viewed as a positive process. The process will take into account when appropriate the student's Social, Economic and Mental Health needs.

1.4.   The purpose of this procedure is to facilitate the timely resolution of a difficulty experienced by a student and so help prevent issues escalating into major problems where it may become too late for a recovery to be made. The process covers how

the College manages situations when there is a concern about the wellbeing of a student and how this will affect their ability to study at the College and the impact on themselves and others.

1.5.   Where a student is found to have breached College rules, expected behaviours or college community values, sanctions may be imposed as part of the support put in place through the referral process.

2.   Principles

2.1.   The College Group have a clear set of the behaviours that are expected of students and these support fundamental British Values. These behaviours are detailed to students during induction and throughout the academic year. These responsibilities are discussed with students regularly both in class and through the support processes such as one to one's with Pastoral Support Tutors and the course team.

2.2.   Managing student behaviour, in class or outside, is the responsibility of all staff. The College Group is committed to, and will provide, an ongoing training and development programme to keep skills and knowledge relating to behaviour management up to date for all staff to support the Positive Behaviour Management strategy.

2.3.   All behaviours are within the scope of this policy. We use the A,B,C categories to record incidents or causes for concerns – Attendance, Behaviour and Commitment.

2.4.   It applies to all students' behaviour and to all areas of the College including outside classrooms, work placement, within college managed accommodation, external trips and activities and the immediate college vicinity.

2.5.   The behaviour of students can be strongly influenced by the behaviour of staff; how we prevent and respond to situations can greatly influence the outcome.

2.6.   If any concerns relating to a student's behaviour are identified as a safeguarding issue, this will be dealt with through the CCG Safeguarding Students and Adults at Risk Policy which is on the staff intranet. Safeguarding intervention may form part of the referral process.

2.7.   This document describes an escalation of seriousness through the student referral process. Students may begin the process at stages other than stage 1, depending

on the seriousness of the problem or concern. For example, acts of discrimination, harassment or victimisation, substance misuse, violence and damage to property are treated as a serious concern and may require a move directly to a higher level.

2.8.   Students can go down as well as up the scale depending on progress. Students can also be removed from referral at any stage, at the discretion of the referral chair.

2.9.   Students being supported through the referral have the right to be accompanied by their parent or guardian (if under the age of 18) and the College encourages the support of parents/guardians in this process and will be inviting them in writing to any initial referral and reviews at stage 2 and above unless there is good reason related to the safety of the student not to do so. This is done in conjunction with the College Group's [Data Protection Policy](#)

2.10.   Where a student has not granted the College Group permission to contact parents or guardians but the College believe that this is in the best interest of the student the College may instigate the Legitimate Interest Assessment process (Annex A) to involve appropriate external support in stage 3 or 4 referrals.

2.11.   Where a referral is used to support an Apprentice, the Employer will also be informed and invited to attend the referral at stage 2 or above.

2.12.   A member of the Additional Support team will be invited to a meeting where a student requires support at the meeting.

2.13.   Meetings must be held at a time and place, which, as far as possible, are acceptable to all parties. When appropriate, relevant colleagues will be invited to attend the meeting e.g. International, A Levels, Additional Support, Safeguarding & Wellbeing and Accommodation.

2.14.   If a student fails to attend, it will be at the Chair's discretion whether the meeting takes place in their absence or is rescheduled. Any meeting can only be rescheduled once before it must take place in the student's absence to ensure timely intervention of support.

2.15.   All records of referral are kept on S3 referral support system and details of all aspects of interventions recorded. Targets set as part of the referral process will also be displayed on the student's C Space profile, allowing them to take responsibility for their targets.

2.16.   This procedure will be used objectively and free from discrimination in accordance with the College Group's Equality, Diversity and Inclusion policies and procedures.

3.   Reporting incidents and concerns

3.1.   In most cases, the member of staff should initially deal with concerns relating to a student's behaviour. If a problem persists or the student does not meet standards of behaviour expected, an Incident Report or Cause for Concern should be completed using the online reporting system.

3.2.   Any member of the College community can complete an S3 incident report or cause for concern to report a concern about any student.

3.3.   Completed Incident Reports and Cause for Concern forms will be sent electronically through the S3 Tutor system to the relevant Pastoral Support Tutor. All incident forms will also be sent to the relevant Pastoral Support Manager for each of the College sites, to be recorded and monitored centrally and Teaching and Leaning Managers will receive a copy of any incident report.

4.   Referral procedure and paperwork

4.1.   On receipt of an Incident Form or Cause for Concern Form, the Pastoral Support Tutor/equivalent support role (Apprentice coach, HE Coach, 14-16 Learning Mentor or Personal Tutor) will initiate the referral process or meet informally with the student to discuss the incident/concern. A decision will be made on the appropriate referral stage and the meeting will be arranged within 10 working days

of the incident or the initial concern being raised. The Pastoral Support Tutor will notify International Operations and/or Accommodation when they receive an incident report or cause for concern for a college accommodated or international student.

4.2.   **Stage 1**

4.3.   The Pastoral Support Tutor (or equivalent) will meet with the student and their lecturer/reporting member of staff (if appropriate and where possible) as soon as possible but no later than 5 working days after receipt of the Incident/Concern form.

4.4.   At the meeting, the chair will explore the reasons for referral, consider the student's progress and any mitigating or external factors. A summary of the issues discussed will be noted on a student referral in S3 together with agreed targets to address / resolve the issue(s). A review date will be agreed (normally two weeks from the initial referral).

4.5.   The review meeting will be held as agreed and if the problem persists or the student does not meet the agreed targets, then Stage 2 of this procedure will be instigated.

4.6.   If targets are achieved successfully the student will be taken off stage 1. If targets are partially achieved, the chair can extend or adapt targets for a further review period (normally 2 weeks)

4.7.   A maximum of 2 reviews can take place before the student must either be escalated for further support at stage 2 or removed from referral.

5.   **Stage 2**

5.1.   The student will be referred to their Teaching and Learning Manager (TLM) by the appropriate Pastoral Support Tutor (or equivalent). A Chair's report will be given to the TLM at least one working day before the meeting detailing the reasons for referral.

5.2.   The TLM has the responsibility for chairing the meeting as per paragraph 4.4 and the S3 or equivalent record will be completed during the meeting by the Pastoral Support Tutor or equivalent. The TLM will meet with the student as soon as possible but no

later than 10 working days after receipt of the Incident Report, Cause for Concern or request for escalation.

5.3.   The review meeting will be held as agreed and if the problem persists or the student does not meet the agreed targets, then Stage 3 of this procedure will be instigated.

5.4.   If targets are successfully achieved, the student will be moved down to Stage 1 of the referral or can be removed from the referral process altogether at the discretion of the Referral Chair.

5.5.   If the concern raised is around the student's Fitness to Study a member of the Wellbeing Team will be invited to attend the meeting. Appropriate college and external services will be explored along with any reasonable adjustments. The student will be told how the procedure works and what the next steps will be.

6.   Stage 3

6.1.   The student will be referred to the appropriate Head of Learning (HOL) or Senior Manager (usually a Vice Principal or Director) by the Pastoral Support Tutor (or equivalent). All previous paperwork and information will be given to the chair in the chairs report at least one working day before the referral meeting.

6.2.   The identified HOL or Senior Manager has the responsibility for chairing the meeting as per paragraph 4.4 and a S3 or equivalent system referral record will be completed by the Pastoral Support Tutor or equivalent as appropriate. The referral meeting will take place with the student as soon as possible but no later than 10 working days after receipt of the referral from the Pastoral Support Tutor (or equivalent).

6.3.   The review meeting will be held as agreed, chaired by the same HOL or Senior Manager wherever possible and if the problem persists or the student does not meet the agreed targets, then Stage 4 of this procedure will be instigated.

6.4.   If targets are achieved successfully, the student will be moved down to Stage 2 of the referral or can be removed from the referral process altogether at the

discretion of the referral chair.

6.5.   When the concerns are around a student's Fitness to Study, and there are continuing or growing concerns, this will be captured at the reviews. At the stage 3 an extended plan will be completed with the appropriate senior manager and a member of the wellbeing team. Options will be discussed with the student and parent/guardian if appropriate. There is the option at this stage of having a temporary withdrawal. The student must be informed of this in writing, how this will work and what the expectations are. This will be done within 5 working days. The Director of Safeguarding and Welfare will look to see how the student's health is affecting their studies. They may, with the student's written permission, get an assessment from the appropriate health professional.

7.   Stage 4

7.1.   The student will be referred to the Stage 4 Panel by the Pastoral Support Tutor (or equivalent). All previous paperwork and information will be given to the panel members at least two working days prior to the meeting in the standard form of the chairs report.

7.2.   The Stage 4 Panel will consist of the Principal or Associate Principal: Students/Customer (Chair) or another member of the Group Leadership Team and a manager from Additional Learning Support. The meeting will require a representative from the curriculum area, the student and parent/ carers, if under 18, or a student advocate as support for the student if appropriate. Other colleagues may be invited if necessary, at the chairs discretion.

7.3.   Evidence will be presented by the Pastoral Support Tutor (or equivalent). The student will have the opportunity to present their own version of events, their own evidence and articulate their response to the incident or situation.

7.4.   If the concerns are around the student's Fitness to Study the Principal (Chair) or another member of the Group Leadership Team along with the Director Safeguarding & Welfare will take a decision as to whether the student will be able to continue studying at the College. Following a period of absence from the College, it may be appropriate for the student to return to the College to continue their studies. If this is the case then the student will be supported by

the Director for Safeguarding & Wellbeing and appropriate staff to ensure they are integrated and supported upon their return. A return to college must include:

Meeting the support requirements of their action plan. Attending meeting with the Pastoral Support Tutor/Course Leader and relevant internal and external support each half term.

7.5.   At the end of the Stage 4 meeting the panel can recommend the following actions:

- Complete exoneration
- Further investigation
- Continuation at the College with specific conditions; this may include a requirement to take on specific tasks or responsibilities
- Recommend transfer to another course
- Exclusion, with a time limit for re-enrolment

7.6.   The student will be notified of the decision either at the meeting (at the discretion of the panel) or in writing after the meeting within 5 working days. A letter will be copied to parents/ carers where appropriate. This information will be recorded on the student's record.

7.7.   If excluded, the Pastoral Support Tutor (or equivalent) and the course team will withdraw the student from the course.

7.8.   If reintegrated back into college, the panel will agree a set of conditions, including targets that will be overseen by the Pastoral Support Tutor (or equivalent), and review progress within a two to four week window.

7.9.   The decision of the Panel is final.

7.10.   A review will take place within 2-4 weeks of the initial stage 4 where the student's progress will be discussed. If all targets have been met, then the student will be de-escalated to a lower stage of referral or removed from referral all together at the discretion of the chair.

8.   Operation of this policy

8.1   Ongoing training for all staff on the referral process is available through professional development. A guide to the referral process is available to staff through the intranet. All students being placed on referral will also receive a student guide to the process.

8.2   All staff are responsible for providing feedback on a student's progress and behaviour prior to initial referral meetings and reviews. They are also responsible for ensuring accurate attendance records and maintaining CSpace so that information is up to date and can be accurately used to determine the outcome of referral meetings.

8.3   In cases where a serious verbal or physical assault has been alleged to have been committed by a student against a member of staff, the member of staff involved will be given the opportunity to submit a written statement or give a verbal statement to the chair prior to the referral meeting for consideration.

8.4   In some cases it may be necessary to temporarily exclude a student whilst awaiting a referral meeting. Only the Executive Principal, Principal and, in their absence, a member of the Group Leadership Team can authorise the temporary exclusion of any student.

8.5   The quality of the delivery of the referral process will be monitored regularly through observations, data analysis and case reviews.

8.6   In cases in which students are making progress and have successfully achieved their targets a desk based review can be completed by the Pastoral Support Tutor (or equivalent) and the chair. Students must be notified of the outcome.

8.7   For departments that do not fall within the remit of Pastoral Support Tutors (for example International, HE, 14-16, Foundation programmes and Apprentices) the identified member of the team will act as Pastoral Support Tutor for the purpose of this policy and process.

9. Status of this procedure

9.1.   The procedure was approved by the Group Leadership Team in September 2019 and supersedes all previous documentation.

9.2.   The operation of this procedure will be kept under review by the Director of Pastoral Support and Behaviour.

9.3.   It may be reviewed from time to time by the Group Leadership Team.

Date Approved: September 2019
Approved by: Group Leadership Team
Implementation Date: September 2019
Updated date: September 2023
Date for Review: July 2026

Annex A

Legitimate Interest Assessment for Referrals

Introduction

In accordance with the Chichester College Groups Data Protection Policy students have the right to decline the group permission to contact parents or guardians about their progress at college or any aspect of college life.

On occasion, the College Group may feel it is in the best interest of the student to involve parental or guardian support even when the student has declined permission for the college to do so. This would only be the case when there are serious concerns being addressed at Stage 3 or 4 of the Referral Process.

For the College to contact a parent or guardian against the expressed wishes of the student a legitimate interest assessment must be completed and authorised by the Director of Pastoral Support & Behaviour.

The following steps must be followed:

1. Pastoral Support Tutor (or equivalent) must complete the legitimate interest assessment form below and submit to the Director of Pastoral Support & Behaviour Support for consideration.

2. The student must be informed that the College may determine that it is in the best interest of the student to involve parents/guardians and therefore are completing this assessment. The student should be given the option to grant permission themselves before the assessment takes place.

3. The assessment will be evaluated by Associate Principal: Students/Customers and the Director of Pastoral Support & Behaviour and a decision will be made within 2 working days and the student informed of the outcome.

4. If the assessment confirms that is in the best interests of the student the parent or guardian will contacted and invited to attend the referral.

Legitimate Interest Assessment form

Parents do not have an automatic right to see information about their child studying at the College. Personal information can be disclosed to a third party, such as a parent or guardian, without the consent of the student in a range of circumstances, including where there is a legitimate interest in disclosing the information. The College Group must evidence this legitimate interest, which is done by satisfying the three tests: purpose, necessity and balance. This form is to be completed in the absence of a data release form to justify our disclosure.

Student Name:		Referral Stage:	
Student Number:		Referral Reference:	
Reason for referral:			

PURPOSE TEST   **To assess whether there is a legitimate interest behind the processing**
What do we hope to achieve by involving the parent / guardian?
How will the student benefit from disclosing their information?
How will the College benefit from disclosing this information?
How will the parent / guardian benefit from disclosing this information?
What would be the impact if we could not involve the parent / guardian with this referral?

NECESSITY TEST

To assess whether the processing is necessary for the purpose you have identified.

Will disclosure actually help to achieve the purpose identified above?

Is it reasonable to include the parent / guardian at this stage?

Is there another way to achieve the same result without involving the parent/guardian?

BALANCING TEST

You need to consider the impact on individuals' interests and rights and freedoms and assess whether this overrides your legitimate interests

What is our involvement with the student to date (existing relationship)?

Is any of the information to be disclosed considered special category data or criminal offence data?

Is the student under the age of 18?

Is the student vulnerable in any other way?

Where did the information come from and how did we explain it would be used?

How would we justify the disclosure to the parent?

How would we justify the disclosure to the student?
Is anyone likely to object or find it intrusive?
What is the positive impact on the student and how big an impact would this have?
What is the negative impact on the student and how big an impact would this have?
Are there any safeguards in place to minimise this impact on the student?

Based on the information above the decision on whether to include a parent at this stage of the referral is:
Can I use legitimate interests to justify this processing?   Yes / No
Further comments:
LIA completed by: (Name) Signature: Position:
LIA Authorised by: (Name) Signature: Position