

## Learner Behaviour Policy (Community Code)

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## 1. Introduction

- 1.1 Petroc is committed to creating an environment where all members of its community are respected, treated with dignity and feel safe.

The College takes a proactive approach in supporting the positive wellbeing of all staff and learners, including vulnerable adults and those with additional learning needs. The College expects all staff, volunteers and partners including associated employers and industrial work placement providers to support this commitment

- 1.2 The Learner Behaviour Policy sets out the College expectations of all Petroc learners.
- 1.3 Where academic misconduct of a higher education student is suspected the relevant policy will be applied. Higher education learners where behaviour is associated with mental health issues should be referred to the Learner Wellbeing Policy.
- 1.4 This policy and associated procedures align to core values of respect, community and empowerment. All learners are part of the College community and are empowered to report concerns.

## 2. Scope & Purpose

This policy applies to all learners at the College whether full or part time, including those undertaking work/industry placements, internships and apprenticeships.

- 2.1 The purpose of this policy and associated procedures is to promote both positive employment focused behaviours and safety and wellbeing both on site, in the workplace, and in the digital environment. Petroc recognises its responsibility to support learners in ways which will foster security, confidence and independence, enabling them to reach their full potential. The College recognises that a safe and secure college and work environment is central to the wellbeing of all learners, staff, visitors and external partners.
- 2.2 The Community Code is central to supporting this and is based on three behavioural expectations:

- Be Ready

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- Be Respectful
- Be Safe

These support the organisational responsibilities under the Prevent Duty to actively promote and raise awareness of the five British Values:

- Democracy
- The rule of law
- Individual Liberty
- Mutual respect
- Tolerance

2.3 The policy seeks to ensure that positive behaviour and attitudes are supported in a manner that promotes fair and equitable treatment of all, whilst also providing guidelines to staff on how to deal with learner behaviours when they fall short of expectations.

2.4 The Community Code is shared with learners during their induction programme.

### **3. General Principles/Procedures**

3.1 Petroc expects learners to adhere to positive standards of behaviour and will provide support to ensure learners are fully aware of their responsibilities.

3.2 All learners are made aware of their responsibilities and expectations as part of their induction through discussions on:

- Community Code of Conduct
- Attendance & Punctuality Policy
- Safeguarding Policy
- Visible College ID Procedures

3.3 The College seeks to achieve and maintain a supportive culture by:

- Providing learners and staff with a safe, secure and respectful environment in which to work
- Promoting positive behaviours.
- Applying appropriate sanctions to protect the interests and learning opportunities of all concerned.

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- Creating an environment where all are respected and everyone is encouraged to take responsibility for their own behaviour and actions.
- Embedding and communicating expectations and standards in terms of learner’s work, attendance and behaviour.
- Ensuring there is a consistent, fair and equitable approach to managing learner behaviour which takes into account learners with learning difficulties and/or disabilities, the needs of vulnerable or at risk learners and those who have experienced adverse childhood experiences.

### 3.4 Radicalisation and Extremism

Petroc seeks to protect its learners against messages of violent extremism including, but not restricted to, those linked to radical religious beliefs , far right threats and extremist animal rights movements.

Behaviours and actions which are considered to be of an extremist or radical nature will be dealt with in line with the College Safeguarding policy.

### 3.5 Bullying and Harassment

Bullying is defined as the deliberate misuse of power or influence and can take many forms. Where the intention may not be to deliberately cause hurt, it can still be considered as bullying if the victim perceives it as so. Forms of bullying may be physical, verbal, emotional, sexual, homophobic, racist, online, hate crime or on the grounds of religion.

The College does not and will not tolerate any forms of bullying or harassment. Any form of bullying to any other learner, member of staff or visitor will not be tolerated. Members of the College community have the right to work and learn in an environment that is safe and free from bullying and harassment.

### 3.6 Incidents Outside of College

Where incidents or events take place outside of the college (either off campus and/or not during college hours) which bring the college name or reputation into disrepute, action will be taken in line with this policy.

3.6.1 In the case where the police are carrying out an investigation, or there is an investigation by another external official body then any related internal

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investigation will normally be paused until the external investigation has concluded.

The outcome of the police investigation does not automatically assume the Community Code of Conduct has been breached, nor does the absence of any charge or conviction mean the Code has not been breached. The external investigatory process will not dictate the outcome of any internal investigation.

Once the police /external body has concluded their investigation, or they are satisfied that the college can forward the matter, then the college will normally instigate its own investigation.

### 3.7 Recognition (Positive Notes and Personal Development Awards)

The College wants learners to flourish and fulfil their potential both in learning and life. Petroc is committed to delivering excellent learning and enrichment opportunities that enhance the learner's experience, enabling learners to excel and achieve.

Praise notices can be entered on a learner's PR tab on myPetroc and evidence of progress can be entered by any staff member resulting in a Personal Development Award being attained. All staff are encouraged to issue praise notices where excellence in attitude, work outputs or learning achievements are being demonstrated by learners.

### 3.8 Definition of Unacceptable Conduct leading to Disciplinary Action

Any academic or non-academic conduct which adversely interferes with teaching and learning (including property) is disrespectful to other members of the College community and breaches the Community Code of *Be Ready, Be Respectful, Be Safe*.

Poor learner conduct or behaviour could result in the disciplinary procedure being implemented. Examples of behaviour that does not meet the Community Code are given in Appendix 1.

## 4. Monitoring and Review

### 4.1 Responsibilities for Implementing this Policy

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- The Assistant Principal Performance & Delivery, along with the Executive Management Team has overall responsibility for the implementation of this policy across the College.
  - Heads of Faculty are responsible for overseeing the operation of this policy within each Faculty.
  - Faculty Managers are responsible for ensuring that course teams collaboratively address the requirements of this policy
  - Curriculum teams/educators are responsible for upholding college expectations and standards addressed within this policy and the Community Code of *Be Ready, Be Respectful, Be Safe*.
- 4.2 The periodic review of this policy will take place annually via EAG, or earlier if required due to legislative change.

## 5.0 Petroc Community Code

### Be ready:

- Be on time
- Take part in all timetabled and planned learning including enrichment activities
- Have the equipment and Personal Protect Equipment you need with you
- Report any absence to College by calling the Absence Monitoring Hotline or via the learner portal. North Devon 01271 852441 Mid Devon 01884 235309

### Be Respectful:

- Respect other learners, staff and visitors
- Respect your learning environments
- Respect others' unique characteristics such as their gender, sexuality, disability, age, religion, beliefs or race.
- Ensure you only smoke or vape in designated zones.

### Be Safe:

- Ensure your ID badge is worn and clearly visible when you are in College
- Ensure that you follow current COVID-19 secure guidance
- Follow health, safety and fire instructions when using equipment and moving around the College
- Report any concerns you have about your own safety or someone else's to a

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- member of staff or the Student Support/Safeguarding Team
- Follow the College's ICT Network Acceptable Use policy, including online safety, use of WiFi networks and use of social media (including misrepresenting the College or bullying)
- Do not consume or bring on to the College site, any alcohol or medication which is not prescribed to you, illegal substances or Psychoactive Substances (legal highs), as this will lead to suspension and a disciplinary investigation and possible police involvement. Learners found to be in possession of an offensive weapon or engaging in any form of criminality will be removed from the College immediately and where necessary, the police will be involved. Learners are ambassadors for the College. This includes time whilst travelling to and from the campuses and when out on College trips or course activities.

The College expects learners to demonstrate the behaviours in the Community Code at all times.

## 6.0 Behaviour Support and Management Process

Petroc will always endeavour to use restorative approaches where appropriate to support reflection and learning.

Writing a 'Notice to Improve' on a learner's Personal Record tab on myPetroc is the method by which teaching and support staff record any on-going issues that may affect a learner's success, or when conduct/behaviours do not meet college expectations within Code.

At all stages, the need for additional support services should be considered, including the Student Support and Safeguarding Team, Additional Learning Support Team, Careers Adviser, or Advice and Guidance Team.

Higher Education students can also access support through the University Student Union Advice Centre.

If three 'Notices to Improve' are added within a six-week cycle, the Academic Progress Lecturer/Tutor (APL) or Assessor (Apprentices) will need to organise a Stage One meeting with the learner, within two weeks of the third note being added.

A table to show the Behaviour, Support and Management Process can be found in Appendix 2.

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## 6.1 Stage One:

Process Owner: Programme Manager (PM) or Academic Progress Lecturer (APL), Lead Course Tutor (LCT) if the learner is 19+.

6.1.1 Where three 'Notices to Improve' have been raised and recorded on My Petroc, within a six-week period, a Stage One planning meeting will be held between the learner and the PM/APL or equivalent process owner within two weeks.

6.1.2 An action plan to address how the learner is going to be supported to meet expectations under the Community Code of Conduct: *Ready, Respectful, Safe* must be completed. The action plan must be co-produced with time bound outcomes agreed as part of the learner's Personalised Development Plan on myPetroc. The action plan must also contain clear, constructive and achievable targets in order to promote a positive outcome for the learner. This will be agreed by the learner and PM/APL or equivalent process owner. The need for additional support services should be considered, including the Student Support and Safeguarding Team, Additional Learning Support Team, Careers Adviser, Advice and Guidance Team.

An exemplar action plan can be found in Appendix 3.

6.1.3 If the learner is under 19, the PM/APL or equivalent process owner must inform parent/carers of the Stage 1 action plan, identifying the improvement needed under Ready, Respectful, Safe and the support being offered. Updates from review meetings must also be communicated to parents/carers.

6.1.4 The action plan must be reviewed two weeks from the date of the Stage One meeting.

6.1.5 If needed, a second review meeting should be held two weeks after the first review meeting.

6.1.6 If there are no further issues when the action plan is reviewed, monitoring and support should continue as needed. De-escalate from Stage 1 at the end of the preceding term.

6.1.7 If concerns are continuing, the Faculty Manager should be notified by email and if in agreement with the PM/APL or equivalent, escalate to

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Stage Two following 6.1.5.

6.1.8 Where the learner's attendance, performance or behaviour appears to be indicative of a mental health issue, illness or injury it may be more appropriate to follow procedures as stated in the Learner Wellbeing Policy or the HE Fitness to Study Policy.

6.2 Stage Two:

Process Owner: Faculty Manager (FM)

6.2.1 At Stage Two the Faculty Manager will arrange a meeting with the learner to discuss the continuing concerns. The meeting should identify and assess any progress to date.

6.2.2 All aspects of the learner's behaviours will be considered and a detailed Stage 2 action plan of support put in place in order to bring about the changes required by the learner, so they achieve their qualification and meet expectations around *Ready, Respectful, Safe*.

The Stage 2 action plan must contain clear, constructive and achievable targets.. It will be co-produced with time bound outcomes agreed as part of the learner's Personalised Development Plan on myPetroc. The need for additional support services should be considered, including the Student Support and Safeguarding Team, Additional Learning Support Team, Careers Adviser, Advice and Guidance Team.

6.2.3 If the learner is under 19, the FM or equivalent process owner must ensure that parent/carers are informed of the Stage 2 action plan and the required improvement needed under Ready, Respectful, Safe, along with the support being offered. Updates from review meetings must also be communicated to parents/carers using the same methods.

6.2.4 The process owner or equivalent must ensure that the teaching team linked to the learner is made aware of the action plan.

6.2.5 An action plan review meeting should be held two weeks after the Stage Two meeting between the learner and the FM. This, along with any new actions should be recorded on an updated action plan and uploaded to myPetroc. All curriculum delivery staff have a responsibility to encourage a learner to engage with their action plan.

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6.2.6 If needed, a second review meeting should be held two weeks following the first review meeting.

6.2.7 If there are no further issues when the action plan is reviewed, monitoring and support should continue as needed. De-escalate from Stage 2 at the end of the preceding term.

6.2.8 Failure to achieve actions following the second review meeting will result in escalation to Stage Three of the disciplinary process.

6.2.9 Where the learner's attendance, performance or behaviour appears to be indicative of a mental health issue, illness or injury it may be more appropriate to follow procedures as stated in the Learner Wellbeing Policy or the HE Fitness to Study Policy.

6.2.10 Should the learner be involved in more serious incidents/gross misconduct following the action plan it should be escalated accordingly.

6.3 Stage Three:

Process Owner: Head of Faculty (HoF)

6.3.1 Where the attendance, performance or behaviour of a learner is of a more serious nature or where the attendance, performance or behaviour has not improved despite Stage Two interventions, the learner will be required to attend a Stage Three interview with the Head of Faculty.

6.3.2 Business Administrators will assist in the coordination of a meeting to include parents/carers, if the learner is under 19.

6.3.3 A letter will be sent to the learner outlining the concerns, highlighting their entitlement to be accompanied, confirmation of the time and location of the meeting. The letter will also contain a statement explaining that, if the learner fails to attend or an alternative date is not arranged, the Head of Faculty reserves the right to rearrange the meeting, with little or no notice, at their own convenience. A Stage 3 letter template is available on myPetroc.

6.3.4 The learner will be entitled to be accompanied by a family member, peer or other appropriate person in the case of a vulnerable adult (but not by a legal or other professional advisor unless the College otherwise agrees). A

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legal or other professional adviser will be allowed if the College intends to have an external adviser present.

6.3.5 At the meeting the learner will be entitled to state their case including any mitigating factors before any decision is taken and/or action plan is formulated.

6.3.6 If the learner disputes the evidence, the HoF, may suspend the interview in order to investigate what is disputed and seek appropriate further evidence. The interview will be reconvened within 10 working days.

6.3.7 Where the learner's attendance, performance or behaviour appears to be indicative of a mental health issue, illness or injury, it may be more appropriate to follow procedures as stated in the Learner Wellbeing Policy or the HE Fitness to Study Policy. In addition, the interview can be adjourned in order that future action can be determined.

6.3.8 The HoF will formulate an action plan which must contain clear, constructive and positive targets in order to promote an active and achievable learning plan for the learner. It will be co-produced with time bound outcomes agreed as part of the learner's Personalised Development Plan on myPetroc.

6.3.9 The action plan will be reviewed and updated weekly by the learner's APL, who should plan to meet with the learner.

6.3.10 Six weekly review meetings should be held with the HoF with parent/carers invited and points 6.32 - 6.34 followed.

6.3.11 Should the learner meet the required standards/targets and demonstrate improvement they can be removed from the disciplinary process at the end of the preceding term.

6.3.12 Should the learner incur further more serious incidents following the implementation of this action plan that are considered gross misconduct this should be escalated accordingly.

## **7.0 Stage Four (Alleged Gross Misconduct and Suspensions)**

Process Owner: Assistant Principal (AP) or in their absence the Manager for Tutorial, Enrichment & Progression.

### 7.1 Suspension

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Where there is reason to believe that a learner has committed an act of gross misconduct the learner may be suspended from the College by the Assistant Principal (in their absence Manager for Tutorial, Enrichment & Progression) or Deputy Designated Safeguarding Lead. Suspension should only be used as a last resort if there is a potential risk to themselves or others. It is considered a neutral act (no blame) to allow time for an investigation to take place. Suspension is not designed to be used as a form of disciplinary sanction and should be a maximum of 5 working days. (Please refer to the Safeguarding Policy for on-going suspensions)

- 7.2 Consideration as to whether any bursary will continue to be paid will be the responsibility of the suspending member of staff, where personal circumstances will be considered and advice sought from interested staff.
- 7.3 During the period of suspension opportunities for the learner to continue their work must be provided through Moodle, Google classrooms or other means of distance study by the educator. The learner may (with written permission) be admitted into the College under supervision for the following reasons:
- essential meetings
  - submission of coursework to meet deadlines
  - examinations
- 7.4 Not every learner whose actions are escalated to the gross misconduct disciplinary stage has to be suspended. Instead, they can be sent home to 'cool off' for the rest of the day. This can be undertaken by the allocated Academic Progress Lecturer, a Tutor Support Co-ordinator or Safeguarding Officer. This must be recorded on the PR tab, with the Assistant Principal and Manager for Tutorial, Enrichment & Progression being notified. For over 19-year-old learners this will be the Lead Course Tutor. For Apprentices this will be the Assessor. Discretion should be used in incidence of gross misconduct, where the learner does not have capacity to understand the consequences of their behaviour or the capacity to control their actions. If applicable a risk assessment should be completed to determine if the learner is a risk to themselves or other learners.
- 7.5 The Suspension section of the PR Tab should be completed by the Assistant Principal (in their absence the Manager for Tutorial, Enrichment & Progression) to indicate that the learner has normally been suspended for a maximum of 5 working days. If the Deputy Designated Safeguarding Lead has

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suspended the learner they must advise the relevant Assistant Principal, with the expectation that the Assistant Principal will address the matter. The Assistant Principal must ensure the Manager for Tutorial, Enrichment & Progression is briefed and kept up to date on progress of the suspension and gross misconduct allegation.

7.6 If more time is required the Assistant Principal (in their absence the Manager for Tutorial, Enrichment & Progression ) must write to the learner / apprentice (and employer / parent / guardian where applicable) normally with a further 5 working days (therefore 10 days in total) being the maximum time period. (Please refer to the Safeguarding policy for on-going suspensions)

7.7 Initiate escalation to a disciplinary meeting for alleged Gross Misconduct

Where the behaviour of a learner is of a more serious nature/gross misconduct or where behaviour has not improved in spite of a Stage Three intervention, the learner will be required to attend a Stage Four disciplinary interview with the Assistant Principal (AP) or in their absence the Manager for Tutorial, Enrichment & Progression

7.8 The gross misconduct disciplinary meeting/ action will be initiated by the Assistant Principal (in their absence the Manager for Tutorial, Enrichment & Progression) with the support of the Faculty Manager and Faculty Administration staff. Faculty Administration Staff are responsible for arranging the Stage 4 meeting and for sending the invite and outcome letters to both the learner and parent/carers. Faculty Administration staff must ensure that all letters and outcomes are recorded/added to the learners' PR tab to ensure continuity and clear communication. Details of the investigation and/or any witness statements must be collated by the Safeguarding Team and given to the Assistant Principal Performance & Delivery and the Manager for Tutorial, Enrichment & Progression at least 1 working day prior to the planned disciplinary If under 19 or, under 25 if the learner has an Educational Health Care Plan (EHCP), the learner must have a parent/guardian/carer in attendance (or appropriate adult). If a parent/guardian/carer is not available due to individual circumstances, then the meeting should be re-arranged. This may entail extending the learners period of suspension.

7.9 All relevant information regarding the alleged gross misconduct incident will be presented. This should be uploaded to the PR Tab, normally no later than 1 working day after the incident. The Assistant Principal (in their absence the Manager for Tutorial, Enrichment & Progression) reserves the right to delay

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the disciplinary meeting request based on the lack of information which would preclude them from making successful disciplinary meeting arrangements or information.

- 7.10 A letter inviting the learner (and if under 19 years old the parent /guardian/carer) to a disciplinary meeting must normally be sent no later than 2 working days prior to the meeting. The Faculty Administration Team is to support the Assistant Principal in contacting the learner and arranging the meeting with the Assistant Principal (in their absence the Manager for Tutorial, Enrichment & Progression).
- 7.11 The disciplinary meeting will be chaired by the Assistant Principal (in their absence the Manager for Tutorial, Enrichment & Progression), with the learner and tutor in attendance (along with any other member of staff considered necessary). If the Manager for Tutorial, Enrichment & Progression is not chairing the meeting they should be invited to attend. If over 19 years, the learner may be accompanied to a gross misconduct disciplinary meeting, by a friend, fellow learner, representative or relative, but not by a legal or other professional adviser unless the College otherwise agrees having been given notice before the day of the hearing.
- 7.12 The College reserves the right to hold a disciplinary meeting if the investigation by the Assistant Principal (in their absence the Manager for Tutorial, Enrichment & Progression) provides clear and concise evidence of the learner’s gross misconduct. If the learner fails to comply with the disciplinary process or if the learner fails to attend the meeting, the Assistant Principal (in their absence the Manager for Tutorial, Enrichment & Progression), reserves the right to decide the outcome of disciplinary action without the learner.
- 7.13 The outcome from the meeting must be communicated in writing to the learner (if under 19 years a copy will be sent to the authorised contact (parent/guardian/carer)) normally within 5 working days of the meeting (particularly if a decision is made in their absence due to a failure to comply). The letter must outline the nature of the incident, summary of evidence, together with the outcome decision. The Assistant Principal must discuss, draft and agree the suggested outcome of the meeting with the Manager for Tutorial, Enrichment & Progression, particularly if an exclusion is recommended.

Possible Outcomes:

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- Exclusion (with conditions on future re-enrolments) – the length of time an exclusion is in place will depend on the seriousness of the offence. Exclusions should only be used as a last resort, when all other disciplinary and restorative action has failed to achieve the desired outcome/correction in behaviour or if other disciplinary actions are inappropriate due to the nature of the incident/issue.
- Final written warning and possible risk assessment.
- Formal written warning and possible risk assessment.
- No case to answer.
- If a peer to peer incident, the Tutor Support Coordinator (or in their absence the Manager for Tutorial, Enrichment & Progression ) will assist in facilitating mediation / restorative practice.
- Financial penalty to make good any damage made.
- Restorative actions such as an apology, undertake training, reflective essay or activities that benefit the college community.

7.14 If a final written warning is issued, the learner should be informed that a further breach may lead to their immediate exclusion from the College. The learner should be placed on a Stage 3 Action Plan (see 5.38) and their progress monitored.

7.15 If the outcome results in an exclusion the Assistant Principal must notify the Vice Principal Education and Learners. It is essential that the outcome letter is sent to the learner (authorised contact where appropriate) and this is recorded on the PR Tab. The outcome and penalty (if applicable) will be confirmed in writing, normally within 10 working days of the outcome meeting taking place, whether or not the responding learner attended the outcome meeting.

## 8.0 Appeals

8.1 The learner has the right to appeal to the Principal against a decision to exclude. Notice of appeal must be lodged in writing by the learner to the Principal within 10 working days of receipt of the outcome letter. The learner must state the grounds for, and particulars of, the appeal.

### 8.2 Grounds for appeal

These may be based on one or more of the following:

- Procedure was not followed.

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- Findings are inconsistent with the evidence presented.
- There is bias, or reasonable perception of bias, during the process.
- New evidence has come to light that could change the findings.
- Disciplinary sanction or action is inconsistent with the severity of the behaviour.

8.3 If the Principal does not consider that there are valid grounds for appeal, the learner will be informed of the reasons in writing. This will normally be within 5 days of receiving the appeal.

For higher education students: If the appeal is rejected, the student will be issued with a Completion of Procedures letter to refer their case to the Office of the Independent Adjudicator if they remain dissatisfied. Petroc is a member of this scheme. Further information about making a complaint to the OIA, can be found at <https://www.oiahe.org.uk/students>.

8.4 If the Principal considers that there are valid grounds for appeal against the decision of the Panel, the Principal will review the disciplinary case. The appeal does not automatically trigger a review meeting. However, if an appeal meeting is warranted, it will normally be convened within 10 days. The learner will normally be given at least 5 days' notice of the time and place of the appeal meeting and will be entitled to be accompanied by a friend, learner representative or relative, but not by a legal or other professional adviser unless the College otherwise agrees, having been given notice before the day of the hearing.

8.5 The Principal may convene the panel that may include an Assistant Principal not involved in the original disciplinary case. The panel may or may not include a relevant manager. In the absence of the Principal, another member of the Executive Management Team will carry out appeals.

8.5 Any documents considered at the original disciplinary meeting will be available for the purpose of the appeal, together with the notes of the conclusion.

8.6 At the appeal meeting the learner may be invited to explain the grounds of the appeal and to state their case. The Assistant Principal or Manager for Tutorial, Enrichment and Progression may be asked to respond to the appeal and explain the reasons for the original outcome.

8.7 If the appeal is upheld following the review or appeal meeting, the Principal

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may decide that a lesser sanction than that originally decided should be taken, or that no further disciplinary action be taken.

8.8 If the appeal is dismissed, the outcome of the original Disciplinary Panel will stand. The Principal may not impose any greater sanction against the learner than that recommended by the Disciplinary Panel. A learner who has appealed unsuccessfully should be informed of their right to appeal to the Funding Body.

8.9 Following the appeal meeting, the learner will be informed of the decision in writing within 5 working days. The Executive Office is responsible for all administrative tasks in conjunction with appeals, including recording the outcome of the appeal.

8.10 Complaint to the Funding Body:

When the learner has exhausted the appeal procedure there is a right to make a complaint to the appropriate Funding Body. A complaint to the Funding Body is not a further stage of appeal. The Funding Body does not hear evidence or seek to substitute its own decision for that of the College. In considering a complaint, the Funding Body will undertake an enquiry to consider whether or not the College has followed its procedures.

8.11 Year 11 Transition Learners

Year 11 Transition Learners will have the same procedure applied with the attached school involved if appropriate, or in the case of home educated learners the parent/guardian/carer and the local authority will be informed and involved at all stages.

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Author: Manager for Tutorial, Enrichment & Progression	Monitoring & Evaluation: Executive Team

## Appendix 1 - Examples of Unacceptable Behaviour

Examples of Breaches of the Community Code		Examples of Gross Misconduct
<b>Ready</b>	<ul style="list-style-type: none"> <li>● Repeated lateness</li> <li>● Unauthorised absences</li> <li>● Inappropriate use of a mobile phone in a teaching session</li> <li>● Non-submission of work, coursework and/or assignment deadline missed or plagiarism</li> <li>● Not participating / engaging positively in teaching sessions</li> <li>● Not bringing agreed equipment / resources to teaching sessions.</li> <li>● Attendance under 95% (Discretion to be used within the first half term).</li> </ul>	<ul style="list-style-type: none"> <li>● Threat towards themselves or other learners</li> <li>● Not adhering to health and safety / industry practices</li> <li>● Physical violence;</li> <li>● Dangerous / violent behaviour</li> <li>● Serious threat of violence</li> <li>● Use of / dealing drugs / illegal substances on college premises</li> <li>● Forgery / theft</li> <li>● Malpractice</li> <li>● Deliberate damage to college property;</li> <li>● Bullying / harassment</li> <li>● Sending or accessing and/or downloading of pornographic/offensive material via the internet</li> <li>● Any criminal activities affecting the College or other learners</li> <li>● Unauthorised interference with software or data belonging to or used by the College</li> <li>● Breach of a Stage 3 agreed Action Plan</li> <li>● Hate crimes</li> </ul>
<b>Respectful</b>	<ul style="list-style-type: none"> <li>● Challenging behaviour towards others</li> <li>● Disruptive Behaviour</li> <li>● Unacceptable language or comments</li> <li>● Inappropriate use of a mobile phone in a teaching session</li> </ul>	
<b>Safe</b>	<ul style="list-style-type: none"> <li>● Smoking or Vaping in non-designated area</li> <li>● Not wearing/Not visible ID badge with a lanyard or badge clip (to be worn at shoulder height)</li> <li>● Not adhering to health and safety / industry practices</li> <li>● Spitting</li> </ul>	

Policy Name: Learner Behaviour Policy (Community Code)	Policy No: P15008
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## Appendix 2 - Behaviour Support and Management Process Flow Chart

The disciplinary process below applies to all learners including apprentices and higher education learners. Those learners studying through our University Centre may also be subject to the University of Plymouth's disciplinary process, depending upon the disciplinary matter identified.

Notice to Improve 1		Notice to Improve 2		Notice to Improve 3			
<b>↓↓↓ 3 Notices to Improve within a six-week cycle &gt; progress to Stage One ↓↓↓</b>							
People		Actions		Communication		Follow up	
<b>↓↓↓ Stage One Action Plan ↓↓↓</b>							
<b>Lead:</b> Programme Manager or Lead Course Tutor (over 19's) Learner		Action plan created based on issue and focused around behaviour expectations ( <b>Ready / Respectful / Safe</b> ) Access wider intervention (e.g. Wellbeing Team, Advice & Guidance, Additional Learning Support, Safeguarding). Action plan is created with the learner.  HE students can also access support through the University Student Union Advice Centre.		Action Plan completed on the PDP tab  Parent/Carer informed via phone or email by the Lead person. Action Plan communicated to the curriculum team by the Lead person.		Review of action plan 2 weeks after stage 1 meeting and conduct a second review meeting 2 weeks after that. If issues persist, escalate to stage 2 and notify FM. If no further issues, de-escalate from stage 1 at the end of the preceding term.	
<b>↓↓↓ Stage Two Action Plan ↓↓↓</b>							
<b>Lead:</b> Faculty Manager Learner Parent/Carer		Action plan created based on previous Action Plan or on rationale for Stage Two meeting and focused around behaviour expectations ( <b>Ready / Respectful / Safe</b> ). Access wider intervention teams as above.		Action Plan updated on the PDP. Parent/Carer informed via phone or email by FM. Action plan communicated with curriculum team by FM		Review of action plan 2 weeks after stage two meeting and conduct a second review meeting 2 weeks after that.  If issues persist, escalate to stage 3.	
<b>↓↓↓ Stage Three Action Plan ↓↓↓</b>							

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<b>Lead:</b> Head of Faculty Faculty Manager Learner Parent/Carer	Action Plan issued to address area(s) of concern, with clear expectations linked to behaviour and focused around behaviour expectations ( <b>Ready / Respectful / Safe</b> ). Access wider intervention teams as above. HE students can also access support through the University Student Union Advice Centre.	Action Plan updated on PDP. Parent/Carer informed and invited to attend the meeting. Action Plan communicated with curriculum team by HoF	Weekly review meeting with Faculty Manager 6 weekly review meeting with HOF Breaches to Stage 3 Action Plan, escalate to Stage 4
<b>↓↓↓ Stage Four (Alleged Gross Misconduct) ↓↓↓</b>			
<b>Lead:</b> Assistant Principal Manager for Tutorial, Enrichment & Progression Faculty Manager/Head of Faculty Learner, Parent/Carer	Possible suspension or exclusion or final written warning issued ( <b>Ready / Respectful / Safe</b> ).	Recorded on My Petroc. Parent/Carer informed and invited to attend the meeting. Outcome/Written warning sent to learner and a copy uploaded to My Petroc.	If a final written warning is issued, the learner will be closely monitored as indicated within Stage 3 follow up.

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### Appendix 3 - Exemplar Action Plan

#### Stage 1 Action Plan

Date:	2:10:2020	Name of facilitator:	Phil Reid
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Summary of Discussion (including identification of how behaviours link to our expectations: Ready / Respectful / Safe)

**Key Issues:** You are not demonstrating that you are **ready** to learn as your attendance is currently 89% and we are concerned about your lateness. You are not showing **respect** for others when you use inappropriate language. We discussed Jasmine's reason for non-attendance, which has been due to personal circumstances and challenges within her home life. Some days Jasmine struggles to get the bus fare, meaning there have been mornings when she has walked to College, causing lateness to first session. Jasmine is feeling overwhelmed with some of the work, which is being compounded by missing parts of lessons either through lateness or non-attendance. This is when Jasmine recognises that her language is unacceptable and inappropriate.

I need to...

Organise to meet with the Tutor Support Coordinator who support Wellbeing to receive support for issues at home.

Speak to Advice and Guidance to see if eligible for a bursary.

Talk to my lecturers and find out what topics I need to catch up on and online resources that can support my understanding.

People I will need support from...

Alice Whittley - Tutor Support Co-ordinator

A&G Team.

My teaching teams.

Date for Review 1

16:10:2020

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