



**Bolton College**

**Positive Behaviour  
Policy  
2024-25**



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## 1. Promoting Positive Behaviour

### Vision for positive behaviour

'Bolton College is an environment where we treat one another with respect and fairness; bound by a common set of values that allows for outstanding learning to take place. All members of the College demonstrate exemplary behaviour that enables everyone to achieve their full potential. All feel safe and confident in supporting one another; contributing positively to the College community'

### Aim

Our aim is to support every student throughout their time at the College and to promote positive behaviour across the College at all times. We believe such behaviour will produce a climate conducive to learning for all students.

Excellent teaching, learning and assessment can only take place in an atmosphere of calm and order in which students are prepared and ready to learn. Students must be clear about their rights and responsibilities as members of the College community; they must know what is expected of them as well as the consequences of not meeting College expectations.

All of the College community; staff, students, parents, and governors need to be aware of the policy and be committed to its principles, purpose and how it is applied in everyday College life.

The term 'student' refers to all individuals who are enrolled on a course at the College regardless of funding stream. It includes young people, adults and apprentices.

### Objectives

- To ensure that students understand that our expectations are a part of their preparation for employment and life outside the College.
- To ensure students know and understand what the College expects of them.
- To help students meet College expectations.
- To provide a transparent, workable and realistic framework for the consistent management of all behaviour-related issues.
- To support the re-engagement of students who have not met College expectations.

### Principles

- An understanding and acceptance of the policy by every member of the College is important if the aims of the policy are to be achieved.
- An understanding and acceptance of the importance of its underpinning core values.
- The Positive Behaviour Policy is trauma informed.
- The Positive Behaviour Policy reflects a partnership between all members of the College.
- The Positive Behaviour Policy is positive in nature and seeks to be preventative rather than punitive in approach and to maximise re-engagement.
- Integral to the policy is the promotion of self-awareness, self-discipline, accountability, personal responsibility, and respect for self and others.

- College expectations will only be achieved by all students if the Positive Behaviour Policy is implemented consistently.

The College is fully committed to promoting and celebrating equality, diversity and inclusion and building together an environment where everyone feels safe. We will endeavour to ensure the Positive Behaviour Policy reflects this commitment in the design, implementation and effectiveness.

College staff have an essential role in helping students to meet College expectations. Students should expect staff to consistently do the following:

- plan and deliver teaching, learning and assessment which engages and motivates students to achieve.
- celebrate the successes of students as they occur through praise and recognition.
- develop positive working relationships with students in their classes.
- use a range of behaviour management strategies and apply the College Positive Behaviour Policy consistently whilst reminding students of College expectations.

In addition, the College will provide:

- a safe environment where everyone feels secure.
- a commitment to fairness, equality of opportunity and respect for all members of the College community.
- clear processes for listening to student views, handling complaints and addressing any problems we may have in delivering these commitments.

### **Celebrating success**

College staff should celebrate the success of all students whenever and wherever it occurs in a variety of ways. Focusing on success and positive outcomes is essential in developing a positive culture and ethos across the College.

### **Communication**

The foundation of this structure is the attitude of the staff in all their dealings with students. This should be based on respect and consideration at all times.

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 or could confuse students.
- Staff should be mindful that their comments in the digital learner journey can be seen by other staff members, students and the parents/ carers of young people and employers in the case of apprentices.
- Where challenge is required, it should be focused on specific actions and behaviours, or on work, rather than on students as individuals.
- Interventions should indicate how to do better and reviews should show praise for positive steps taken.
- Staff may use a range of methods to celebrate success. Examples include; praise postcards, certificates and letters of commendation.



**RESPECTFUL**

**SAFE!**

### **Promoting positive relationships and behaviour**

While this can be a varied and complex task we can create a nurturing, supportive and successful learning environment by focusing on three key words when interacting with our students:

- READY
- RESPECTFUL
- SAFE

Rather than focusing on a wide range of rules and expectations staff should focus on referring to these three keywords for CALM & CONSISTENT engagement with our students.

When discussing learning and behaviour with students these 'key words' should be consistently referenced to create a positive climate and ethos for staff and students.

This approach is underpinned by the work of Paul Dix who is widely used and adapted in schools and further education.

### **Recording Positive Behaviour in ProMonitor**

To record examples where students have displayed positive behaviour, select 'Comments and Actions' in the individual student record and choose 'Positive Behaviour' from the dropdown.

### **Marking and Feedback to Students**

The core of our rewards system is positive dialogue which supports improvement in learning.

- Formal, written feedback and informal commentary should both stress positive achievement. Promptly returned and fully marked work submitted to Markbook shows that staff have valued the work of students.
- Guidance for future improvement, rather than negative criticism of submitted work should be the normal approach. Further guidance for staff on the College's expectations for marked work are in the teaching, learning and assessment toolkit.

### **College Awards**

For exceptional achievement of any kind, staff should make formal commendations to be awarded at termly / annual award events.

## **2. A Trauma Informed Approach**

The College aims to support students to develop the understanding, skills and behaviours to lead fulfilling, worthwhile and happy lives and places the wellbeing of learners as a top priority, believing good wellbeing underpins successful learning and supports progress. Adopting a trauma informed approach, we seek to understand behaviour and educate students on why choices made may have been the wrong ones to take.

- Behaviour is communication and each person's journey to where they are now is a result of what they have or are experiencing.

- We seek to look past behaviour to see what a student needs from us as professionals to help them to connect, repair and build resilience to help manage their emotions.
- The aim for staff is to take a step back and not react in the moment but listen and respond in a more nurturing, trauma informed way.
- When positive behaviour is not displayed, think about what is happening for that person. This work is about changing our everyday interactions with students, challenging how we respond in difficult situations and changing our own behaviours, emotional responses, and attitudes about someone in crisis.

Taking a trauma informed approach to presenting behaviour means ensuring that every effort is made to understand what is happening for the student and seek to intervene in a supportive manner where possible thus avoiding the need for formal procedures.

In the vast majority of cases this will mean setting specific interventions, rather than escalating to formal stages of the policy, to help educate students on why choices made were not positive. Further exploratory discussion, and where required, referral to the safeguarding, counselling or wellbeing teams may be needed.

Prior to moving into formal stages of the Positive Behaviour Policy therefore, we expect that staff will use trauma informed practice to explore “what has happened which has led to this behaviour” and we encourage staff to ask this question of students to help the students and staff to better understand how the College can help them to achieve the required standard of behaviour.

### **College Expectations**

All students at Bolton College subscribe to all standards of behaviour specified in the Student Handbook.

In addition:

- All students will be entitled to advocacy support when the disciplinary process is implemented.
- Any disciplinary action will follow the procedures laid down in the accompanying document(s).
- Each Head of Area has overall responsibility for their students in the Positive Behaviour Policy.
- The investigation determines the seriousness of any offence, if found, and therefore the level (or stage) of warning.
- All positive behaviour interventions and disciplinary levels given to students are to be recorded on the ProMonitor system against individual student records.
- Different levels of disciplinary will be given by different levels of staff (see next page).
- The Positive Behaviour Policy describes the intervention and disciplinary procedure; it is the duty of all teachers / work-based tutors (WBTs) / LDMs to explain this procedure to students as part of their induction and to draw their attention to the intervention and disciplinary process outlined in the student handbook.
- All students will be actively involved and engaged in any arising consequences of their behaviour.

### **3. Intervention and Disciplinary Procedure**

Formal disciplinary procedures should only be instigated when support and interventions have been tried and implemented. At all times, the four steps of Allegation – Investigation – Hearing – Outcome will be followed. All students are entitled to a fair hearing following the rules of natural justice (Appendix 3).

The principle underlying the disciplinary procedure is that there should be no pre-judgement of outcome, but that the investigation / report determines the seriousness of any alleged offence and the hearing determines whether or not there is any case to answer and therefore the level or stage, of any action.

Following any allegation of a lapse in behaviour, a report will be prepared or an investigation conducted, (depending on the seriousness of the allegation), prior to a hearing being held. A student may continue through the stages of the disciplinary procedure by failure to recover their position at a previous stage or by continued lapses / incidents. In some cases, the seriousness of the incident indicates that it will be treated at a certain level.

Disciplinary action can be taken at stages 1-3 before referral to a member of the Senior Management Team (SMT). However, a case may be referred directly to a Senior Manager if, after investigation, the offence is considered serious enough to justify possible suspension or exclusion. In the case of serious misconduct which poses an immediate threat such as significant violent behaviour the police and/or emergency services should be called directly and a member of SMT notified. Matters relating to safeguarding must be reported to the safeguarding team and/or the relevant College management team members who will make the report to the police as necessary. Other conduct/behavioural issues, that don't require the emergency services, must be reported to the relevant manager, or the duty principal (07970 846757) if advice/support is needed between 5pm and 9pm Monday-Thursday.

#### **Suspension**

Heads of Area must inform the relevant Assistant Principal of all suspensions. The suspension must be flagged on ProMonitor as soon as it occurs in order to ensure oversight and transparency.

Parents / carers will be informed of this decision by the Head of Area for all young people and students on an Education Health and Care Plan (EHCP). This information can also be viewed by students and their parents/ carers in ProPortal.

Only Curriculum Leaders and above can suspend learners. Suspension automatically triggers a Stage 3 which should take place within 2 working days and no longer than 5 working days in exceptional circumstances.

We will work to implement Stage 3 as soon as is responsibly possible to resolve the outcome of suspension.

At all stages the continued use of interventions must be implemented to educate students on making positive choices and therefore preventing continued lapses and the escalation of the disciplinary procedure. Time and patience must be given to change behaviours and more than one intervention / strategy tried and tested.

#### 4. **Stages of the Intervention and Disciplinary Process:**

**Stage 1:** Initial Interventions (Teacher / WBT).

- Interim interventions

**Stage 2:** Curriculum Leader Hearing.

- Interim interventions

**Stage 3:** Head of Area Hearing.

- Interim interventions

**Stage 4:** Senior Manager Hearing.

##### **Stage 1: Interventions (initial and interim)**

A teacher / WBT will undertake a hearing with the student and if the allegation is sustained will work with the student to find out the reasons for the negative behaviour and set SMART targets to help educate the student on why actions made could be prevented through making positive choices.

Initial interventions will be recorded on ProMonitor, as linked SMART targets and the relevant members of staff tagged in so that all are aware of the work needing to be completed. These will be monitored and reviewed on a weekly basis with teacher / WBT who will document positive behaviour and improvements made.

Sufficient time and patience must be provided for students to make changes to their behaviour. This will mean that sometimes more than one intervention will be needed to support students in meeting SMART behaviour targets.

Once it is deemed that a student has achieved their SMART behaviour target, this must be reflected in ProMonitor by the member of staff who set it.

##### **Stage 2: Curriculum Leader Hearing**

A Curriculum Leader will conduct a formal hearing. A member of staff involved in the student's case or the course leader will also be present and the student will be entitled to advocacy support. Advocacy support may be requested from Pastoral and Wellbeing Team, or the student may be accompanied by a friend or a fellow student.

When a Curriculum Leader hearing takes place an agreed action plan for improvement for the student will be completed which must be populated with some SMART targets and any support required for the student to assist them to meet their SMART targets.

Interventions will be recorded on ProMonitor, as linked SMART targets and the relevant members of staff tagged in so that all are aware of the work needing to be completed. These will be monitored and reviewed on a weekly basis with teacher / WBT who will document positive behaviour and improvements made.



Sufficient time and patience must be provided for students to make changes to their behaviour. This will mean that sometimes more than one intervention will be needed to support students in meeting SMART behaviour targets.

Once it is deemed that a student has achieved their SMART behaviour target, this must be reflected in ProMonitor by the member of staff who set it.

If documented interventions are consistently applied and reviewed and do not lead to an improvement in behaviour is likely to lead to Head of Area Hearing.

### **Stage 3: Head of Area Hearing**

A Head of Area will conduct a formal hearing. A member of staff involved in the student's case or the Course Leader will also be present and the student will be entitled to advocacy support. Advocacy support may be requested from the Pastoral and Wellbeing Team, or the student may be accompanied by a friend or a fellow student.

When a Head of Area Hearing takes place an agreed action plan for improvement for the student will be completed which must be populated with some SMART targets and any support required for the student to assist them to meet their targets.

Interventions will be recorded on ProMonitor, as linked SMART targets and the relevant members of staff tagged in so that all are aware of the work needing to be completed. These will be monitored and reviewed on a weekly basis with teacher / WBT who will document positive behaviour and improvements made.

Sufficient time and patience must be provided for students to make changes to their behaviour. This will mean that sometimes more than one intervention will be needed to support students in meeting SMART behaviour targets.

Once it is deemed that a student has achieved their SMART behaviour target, this must be reflected in ProMonitor by the member of staff who set it.

Failure to improve is likely to lead to Senior Management hearing if the behaviour is so poor that a final stage warning or exclusion are required.

### **Stage 4: Senior Manager Hearing**

SMT are responsible to the Board of Governors for the maintenance of student discipline and may exclude a student on disciplinary grounds. In the case of a serious incident or where appropriate stages of the disciplinary procedures have been completed and satisfactory outcomes have not been achieved, the student will be referred to a senior manager hearing.

A Head of Area will organise an appointment for the student with a senior manager. All previous interventions, SMART targets and log of actions taken must be available on ProMonitor, prior to any meeting being requested. The senior manager will arrange for an investigation to be made about the alleged misconduct.

The senior manager will conduct a formal hearing in the presence of the student and will involve other relevant parties at the meeting. The student will be entitled to advocacy support. Advocacy support may be requested from the Pastoral and Wellbeing Team or the student may be accompanied by a friend or a fellow student.

It will be the decision of two senior managers where a student is to be excluded. This will be formally flagged on the ProMonitor system for oversight and transparency. They will advise the PA to the Principal of the decision who will inform the Chair of Governors and the Student Experience Manager of any exclusion as soon as is reasonably possible. Records of the case and decision will be held on file by the principalship team central file.

The senior manager may agree action other than exclusion which will provide the student with the opportunity to 'recover their position' at College.

Any student excluded from the College under this policy will not be permitted to re-enrol at any time on a course run by the College without the express permission of the Principal. A time limit may be set by the senior manager for the exclusion to remain in force.

The Student Experience manager will inform the estates manager and the management information systems (MIS) managers of any exclusions which occur and the period which they are valid for.

Outcomes of the senior manager hearing will be put in writing and posted to the student's home address.

### **5. Appeals**

All stages of the intervention and disciplinary procedure are subject to a right of appeal by the student. This right must be exercised by the student within 10 working days of the hearing taking place. Appeals against:

**Stage 1 and Stage 2:** decisions should be made in writing to the Head of Area.

**Stage 3:** decisions should be made in writing to an Assistant Principal.

**Stage 4:** decisions should be made in writing to the Principal.

On receipt of the appeal, the person will hear the appeal and consider all the facts and their decision will be final.

Where a student believed the process has not been followed appropriately, they should refer to the College's complaints procedure.

### **Records**

All records of the Positive Behaviour Policy must be documented on ProMonitor. Investigating officers should keep their personal notes and any completed witness statements collected in the process of the investigation, for a period of six calendar months from the date of the completion of their investigation.

### **Absence from a Hearing**

If a student does not attend a hearing and a reasonable explanation is not offered, then the hearing will go ahead in the student's absence and will be based on the evidence available.

The outcome of the hearing will be recorded on the Positive Behaviour Section in ProMonitor and therefore viewable by the student on ProPortal. Where students are under the age of 18, parents / carers unable to attend can also view the outcomes of any meeting via Parent Portal and need to be directed to do so.

### **Natural Justice**

The principles of natural justice must be observed throughout the proceedings, (Appendix 3). A 'reasonable' excuse in the case of a student under the age of 18 would need to be supported by evidence from a parent / carer. This could be verbally or in writing and in advance of the scheduled hearing.

### **Age**

Students aged 18 or under: parents / carers must be informed in writing at all stages of the procedures and copied with all correspondence sent to students. Students aged over 18 should be dealt with directly unless they have an EHCP.

### **Employers**

If an employer wishes to instigate disciplinary action against a student on work experience placement they should inform the Work Placement Officer who will inform the Head of Area and then usual procedures will be invoked.

### **External Visits** (*enrichment for example*)

If an external organisation wishes to instigate disciplinary action against a student on an external visit they should inform the member of staff responsible for the visit and then usual procedures will be invoked.

### **Sponsored Students**

The employer / sponsor of a student released from work to attend College must be informed in writing at all stages of the procedures and copied with all correspondence sent to students.

### **All Students**

All students should be given a copy of the policy when action commences. All students have the right to be accompanied by a parent / carer / friend or advocate at any meeting related to disciplinary matters. N.B. Legal representation is considered inappropriate at all stages of these procedures.

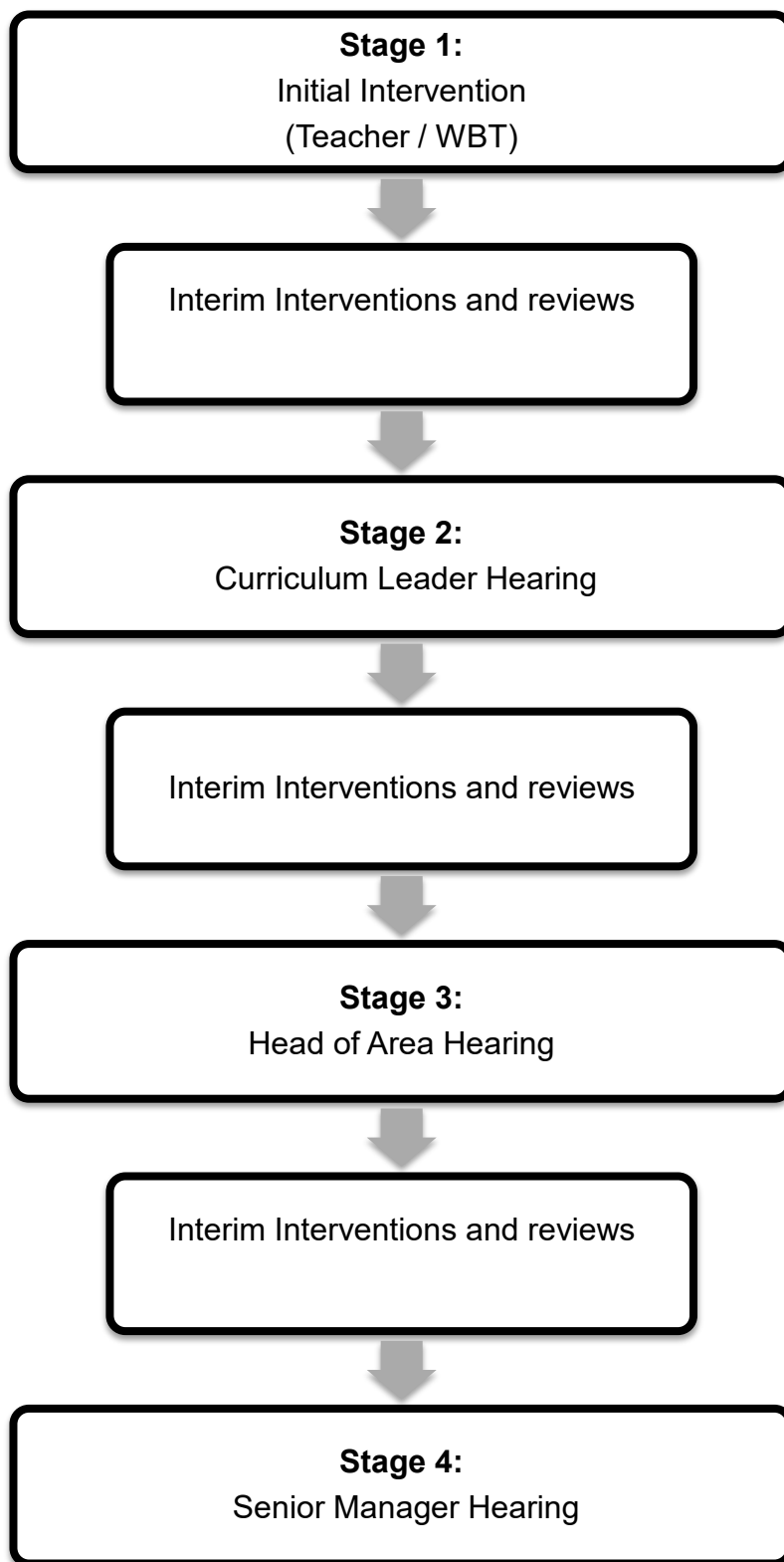
### **Procedures for 14-16 Students**

If, in the opinion of a Head of Area or a senior manager, it is necessary for a pupil to leave the premises, the school will be contacted and arrangements made to collect the pupil. In all cases relating to disciplinary issues the college will liaise fully with the school.

Judgements made in respect of pupil behaviour will be entirely consistent with the College's Positive Behaviour Policy. Responsibility for any ensuing disciplinary action will remain with the school.

**Intervention and Disciplinary Procedure – Flow Chart**

**Appendix 1**



***Only Curriculum Leaders and above can suspend students***

*Suspension automatically triggers a Stage 3 which should take place within 2 working days and no longer than 5 working days in exceptional circumstances.*

**Examples of Possible Misconduct**

The following are examples of misconduct or behaviour which deliberately contravenes College policies, some of which have varying levels of seriousness (not an exhaustive list). Extremes of misconduct could result in exclusion from College.

**Misconduct**

- The use of rude, insulting, abusive or offensive language.
- Behaviour which obstructs or disrupts activities being held within College.
- The distribution or production of offensive literature.
- Causing a noise nuisance that affects students, staff, visitors or the local community.
- Littering.
- Failure to produce appropriate identification on request from any member of staff.
- Breach of any publicised regulations / policies.
- Abuse of the College's IT Users Policy including the unauthorised interference with, or misuse of software / data.
- Any smoking or vaping in non-smoking areas.
- Any cheating, plagiarism, or copying the work of other students or from the internet including the use of artificial intelligence (AI).
- Failure to observe the sanction of any disciplinary action agreed under the disciplinary process.
- Being late to or consistently absent from class without providing reasonable explanations.

**Serious Lapses:** *(which may lead directly to Stage 2 of the Procedure)*

- Physical or verbal assault or threatening behaviour towards another student or member of staff or visitor.
- The possession of or dealing in any illegal substances including alcohol.
- The possession of any offensive weapon(s).
- Theft, fraud, deliberate falsification of records.
- Deliberate damage to property owned by Bolton College, it's staff, students or visitors.
- Behaviour likely to be offensive to public decency.
- Refusal to follow an instruction of College staff (or emergency services staff) relating to health and safety, or the orderly management of the College's business and its environment.
- Behaviour prejudicial to the good name of the College, whether on or off the College premises.
- Inappropriate use of the internet or any of the College's computer equipment or facilities.
- Behaviour likely to cause a serious health and safety risk to others.

## Guidelines on the Rules of Natural Justice

If a member of staff is in any doubt as to the procedure they are proposing to adopt they should take advice from the Student Experience Manager. The rules of natural justice consist of the following elements: The right to a fair hearing; and the rule against bias

### The right to a fair hearing

The right to a fair hearing requires that individuals shall not be penalised by a decision affecting their rights or legitimate expectations unless they have been given prior notice of the case against them, a fair opportunity to answer it and the opportunity to present their own case. Each individual must have the opportunity to present their version of the case and to defend allegations made against them. The right to a fair hearing involves the following:

#### a. Prior notice of the hearing

Natural justice generally requires that the person charged should be given adequate notice of the allegations against them and of the procedure for determining the alleged breaches of the Rules of Conduct so that they may be in a position to make representations on their own behalf, to appear at the hearing, to effectively prepare their own case and to answer the case against them. The time and location of the hearing must be notified to the person charged.

#### b. The opportunity to be heard

The person charged has a right to attend the hearing and be allowed to present their case.

#### c. The conduct of the hearing

The conduct of the hearing is a matter to be determined by the member of staff responsible for the conduct of the hearing. The overriding objective that should be borne in mind when deciding how the hearing should be conducted is that the person charged has a proper opportunity to consider, challenge or contradict any evidence, is fully aware of the nature of the allegations against them and has a proper opportunity to present their own case.

#### d. The right to representation

The person who is the subject of the hearing has the right to be accompanied by a parent / carer, friend or advocate of their choosing at all stages of the process, (Appendix 4).

#### e. The decision and the reasons for it

The member of staff responsible for the decision should give reasons for the decision and the sanctions being imposed.

#### f. The rule against bias

The two main aspects of this rule are that a person adjudicating on a dispute must have no pecuniary or proprietary interest in the outcome of the proceedings and must not reasonably be suspected, or show a real likelihood, of bias.

At all times, the member of staff responsible for conducting the hearing must be able to show that, having instigated the investigation, they have conducted a full enquiry into the circumstances involved before making their decision as to whether a breach of the rules of conduct has occurred and, if so, what sanction should be imposed. There should be no suggestion in the conduct of the

hearing that prior to its commencement the member of staff has irrevocably decided the outcome.

**Appendix 4**

## **Guidance for Advocates**

Every student has the right to advocacy support at any stage of the College Intervention and Disciplinary Procedure. The following is written with the intention of providing any such advocate with the information they need to help them carry out their role in supporting the student effectively.

### **Rights of the student**

A student has the right to appoint a person to act as their advocate at any stage of the disciplinary procedure and any related hearings / interviews. This can be a friend, fellow student or the student may apply to the Pastoral and Wellbeing Team for advocacy support. The choice of advocate rests solely with the student but legal representation is not deemed appropriate and is not permitted. However, parents / carers and employers / sponsors have the right to be kept informed of any proceedings and to be present at any meetings that take place for students aged under 18.

### **Rights of parents / carers / sponsors**

All parents / carers or Looked After Children social workers (of students 18 or under) have the right to be present at any meeting with the student for whom they are responsible, similarly sponsors of work-based students have the same right to be present at any meeting. Where the student has awarded advocacy rights to this person, the rights of the advocate shown below apply. Where a student has not awarded these rights, the role of the parent / carer / sponsor is in a purely observational role. They would have no right to intervene in any hearing or to offer an opinion or comment unless they believed to student was being put at risk by the proceedings.

### **Rights of the advocate**

The student has full control over the level of advocacy rights and the levels of rights are listed below:

- Full rights to speak on behalf of the student
- The right to seek clarification from any officer of the College conducting a hearing / interview in order to ensure the student has understood proceedings
- The right to be present at a meeting as moral support for the student who is speaking on their own behalf

The level of rights of the advocate should be confirmed with the student at the start of any proceeding.