

LEARNER BEHAVIOUR PROCEDURE 2023-24

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1.0 Introduction

This procedure sits underneath the City of Portsmouth College's (COPC) Learner Behaviour Policy and is designed to deal with support and disciplinary processes for post 16 learners and serious KS4 (Pre 16 provision) incidents. Pre 16 KS4 learners are normally governed by the KS4 Behaviour for Learning Flowchart document which includes multiple levels of behavioural intervention and support. The protocols document is reviewed annually in agreement with sending institutions and is designed to deal with KS4 disaffected learners. In all cases of exclusion or likely exclusion, this procedure is to be used.

2.0 Behaviour Process Outcome Communication

Teachers/Personal tutors will communicate outcomes of meetings by attaching outcome letters to the relevant behaviour meeting created in EBS and adding the following staff to that meeting:

- Subject teachers
- ALS staff and other support workers linked to the learner

2.1 Stage 1 – First recorded Stage of Procedure

The First recorded stage is the middle ground between learner support and Behaviour Management procedures. At this stage we are mainly concerned with fostering self-discipline and monitoring targets for improvement. Every effort should be made to ensure that the learner is given the opportunity to identify their problems, set improvement targets and change their behaviour accordingly.

“Cool Off” Intervention - As part of the stage 1 process managers may opt to utilise a 24-hour “Cool off” intervention. This can be used at any manager’s discretion where minor misconduct or anti-social behaviour has occurred, and a 24-hour cool-off period may prevent further escalation. This should not be used as an alternative to suspension. The Cool off intervention should be recorded in the learners ILP as a cause for concern and the Curriculum Manager informed whenever the intervention is used.

Where a learner is issued with a Cool Off intervention, they should be asked to leave the site immediately and not return until the following day. Their ID badge should be removed and retained at the front reception to be retrieved the following day from Security in order to regain access to site.

If a learner is found to be in breach of the Learner Code of Conduct during the first 6 weeks of study, their enrolment can be cancelled without recourse to the Behaviour Management procedure. During this period, learners may be sent a letter by the Curriculum Manager advising them that they have been withdrawn. Learners who breach the code of conduct after 6 weeks of enrolment enter Stage 1 of the Behaviour Management procedure. The Personal tutor/Teacher is responsible for dealing with the first stage but may work with their Curriculum Manager in planning the approach. Learners normally enter Stage 1 if they have received three Causes for Concerns (in E-ILP) or there is an issue of misconduct.

Protocol for the Stage 1 Learner Behaviour Meeting:

- Curriculum Manager advises the learner verbally that they must attend a disciplinary meeting which is created within EBS.
- Hold a formal meeting between the learner and their personal tutor/teacher to discuss behaviour and progress, and any breaches of the Learner Code of Conduct.
- If necessary, the subject teacher may also attend the meeting.
- Targets for improvement should be recorded in the E-ILP.
- The date for the Progress Review Meeting should be set for 10 days after the Stage 1 Meeting.

The Stage 1 Progress Review Meeting

The review meeting is conducted between the learner and their personal tutor/teacher. At the progress review meeting, the personal tutor/teacher evaluates the progress the learner has made against their improvement targets in the E-ILP. If the learner has met their targets, the learning manager should inform the learner and update their Positive Performance Record in the E-ILP. If the learner has not met their improvement targets, the learning manager should inform the learner that they are referred to a Stage 2 Behaviour Management Meeting with the Curriculum Manager. The learner is issued with further improvement targets.

If a learner is referred to Stage 2, the learner must be sent a letter, inviting them to the meeting, (Appendix 2), which should take place 5-7 working days after the Stage 1 Progress Review meeting. If a learner is under 18, a copy of the letter should be sent to their parent/carers or school. A copy of the letter should also be placed in the learner file.

2.2 Stage 2 – Written Warning and Learner Behaviour Meeting

Stage 2 is a formal warning to the learner that his/her behaviour must change if they are to remain at the College. At this stage, we hope that this warning will help them reflect and decide to make the necessary changes to enable them to succeed. Every effort should be made to ensure that the learner understands the reasons for the warning, and the consequences of failing to improve.

The Stage 2 Learner Behaviour Meeting is chaired by the Curriculum Manager, with the following members attending:

- i. Personal tutor and/or Teacher
- ii. Learner
- iii. Parent/Guardian/Carer/key stage 4 representative from school if under 18

Protocol for the Stage 2 Behaviour Management Meeting:

- Curriculum Manager creates a Stage 2 Learner Behaviour meeting category in EBS and generates relevant letters to send to learner/parent/carer inviting them to the meeting.
- At the meeting, the Chairperson explains the disciplinary procedure and keeps a written record of the meeting.
- The personal tutor/Teacher presents information about the learner's conduct and progress.
- The personal tutor/Teacher presents the learner's improvement targets from their Stage 1 Progress Review Meeting, Cause for Concern(s), and the register of attendances.
- Learner is given time to present their views.
- Parent/guardian/carer presents their views.
- Chairperson asks the learner and parent/guardian/carer to leave the room.
- Chairperson announces the outcome of the disciplinary meeting.

Stage 2 Behaviour Management Meeting Outcomes

All learners attending a Stage 2 meeting will be set new improvement targets (in their E-ILP). Learners under the age of 18 may be issued with a Report Card to cover the 5-7 working day period until the Progress Review Meeting, which must be signed by each of their teachers, to indicate that their attendance/behaviour has been satisfactory. Any learner who refuses to co-operate with this process moves straight to the Stage 3 Learner Behaviour Hearing.

Learners will be offered on-going support and guidance from their Personal tutor/teacher throughout this period. The Personal tutor is responsible for contacting the other support staff who may be able to help the learner achieve their improvement targets.

Employers of work-based learners must be notified by the Curriculum Manager when a written warning is issued. Parents/guardians/carers/key workers/ key stage 4 school representatives of learners under the age of 18, who do not attend the meeting, must be informed when a written warning is issued.

Stage 2 Progress Review Meeting

Following the Stage 2 Learner Behaviour Meeting the learner is sent a letter which contains the date of the Progress Review Meeting, which takes place 5-7 working days after the Stage 2 meeting. At the review meeting the Personal tutor/Teacher and Curriculum Manager evaluate the progress that the learner has made against their improvement targets. If the learner improves, the learning manager will inform the learner and update their E-ILP Positive Performance Record. If the learner returns to the previous poor conduct following the behaviour review period, the personal tutor should consult the Curriculum Manager and may either proceed to Stage 3 or conduct another Stage 2 meeting.

If the learner has not met their improvement targets, the Curriculum Manager will inform the learner that they must attend a Stage 3 Learner Behaviour Hearing. The learner must be sent a letter (Appendix 3), advising them of the date of the Stage 3 Hearing. A copy must also be sent to the

parents/guardians/carers/ key stage 4 school representative of under 18 learners, and employers of

work-based learners, and a record placed in the learner file. It is important that all reasonable steps are taken to support a learner before a Stage 3 Hearing, and that these steps are recorded in the E-ILP.

In some cases, it may be necessary to formally suspend the learner until the date of the Stage 3 Hearing. Formal suspension must be endorsed in writing (Appendix 5), and the Personal tutor must be advised of the learner's suspension. Suspension should be for no more than 10 working days or until the outcome of a disciplinary interview/hearing.

Note: In the case of a suspension of a Key Stage 4 learner, learners between the ages of 14 and 16 should not be instructed to leave the premises unescorted. They should instead be sent to the Curriculum Manager for KS4 who will contact the relevant sending Secondary School staff and parents/guardians.

2.3 Stage 3 – Behaviour Management Hearing Procedure

Learners at Stage 3 of the Learner Behaviour procedure will not have met the improvements required of them at previous stages and will have built up a cumulative record of misconduct or will be at this Hearing for an incident of gross misconduct. In a case of gross misconduct, the learner will often have been suspended until the date of the Hearing.

An Assistant Principal will chair the Learner Behaviour Hearing and will create a Stage 3 meeting category in EBS and generate the Stage 3 Notification Letter (Appendix 3) to notify the following people, giving 5-7 working days advance warning:

- The learner
- The parents/guardians/carers of an under 18 learners
- The employer of a work-based learner
- Key stage 4 school representative

The Personal tutor should also check informally that the learner knows the time and place of the hearing. The Curriculum Manager should collect the views of other involved members of staff and/or witnesses prior to the hearing. The Curriculum Manager should receive from the Personal tutor/Teacher the Personal tutorial reviews, any improvement targets set, and register information about the learner in preparation for the Hearing.

Protocol for the Stage 3 Behaviour Management Hearing:

The Hearing panel should have the membership listed below and every effort should be made to ensure that there is an appropriate ethnic and gender mix:

- i. Assistant Principal: (chairperson) (or in cases with KS4 learners this can be the Curriculum Manager).
- ii. Curriculum Manager: (presenting person)
- iii. Learner
- iv. Parent guardian or carer
- v. Key stage 4 school representative

Where there has been a victim of gross misconduct, this person must be asked for a written witness statement (Appendix 1) which will be considered at the hearing:

- Curriculum Manager presents the evidence from staff and/or witnesses.
- Curriculum Manager presents documentary evidence (CPD reviews, improvement targets, attendance record, cause for concern, which are on the EILP).
- Curriculum Manager gives a recommendation to the chairperson/panel.
- Learner and parents/guardians present their views.
- Chairperson asks all except the impartial panel member to leave and arrives at a decision.
- Chair seeks the views of an independent manager to check the evidence and the contributions made in the meeting and on the proposed outcome following the hearing.
- Decision is presented in writing, using the outcome templates, within 5 working days to the learner, parent/guardian, school representative, Personal tutor, Teacher, Curriculum Manager, and any other stakeholder including employer.

Stage 3 Learner Behaviour Hearing Outcomes

The chairperson may decide that the learner should be:

- Given another chance to improve in which case the learner receives a Final Written Warning, and the learning manager draws up improvement targets and/or Report card. A date for review shall be agreed with the Chairperson. Failure to meet these final conditions will result in automatic exclusion with no requirement for another Stage 3 Hearing.
- Excluded for the remainder of the academic year. The learner may re-apply for a College place next year, but a record of their exclusion will be available during enrolment. In this case, special conditions regarding their return to the College may be included.
- For key stage 4 learners exclusion means exclusion only from the College provision. The learner is returned to the sending school.

If the chairperson decides that the learner will be allowed a final chance, a letter is issued detailing the date of the review meeting, (Appendix 4). If the learner is excluded from the College a Notification of Exclusion (Appendix 6) is sent to the learner to arrive no more than five days after the date of the

Hearing. The excluded learner must hand over their College ID card to the chairperson.

If the learner fails to attend the Hearing a decision will be made in their absence, and they will be notified (Appendix 4). The Hearing may be re-scheduled to a later date, or the learner may be excluded. The Notification of Exclusion letter explains that the learner can lodge an appeal against the decision of the Stage 3 Hearing.

2.4 The Right to Appeal

Appeals may only be made when a learner has been excluded, following a Stage 3 Disciplinary Hearing. The request for an appeal must be made in writing to the chairperson of the stage 3 hearing not more than 10 days after the outcome of the hearing is announced. The College reserves the right either to dismiss the request for an appeal, or to hold an Appeal Hearing.

2.5 The Appeal Hearing

All relevant papers should be passed to a Vice Principal within five working days. The Appeal Hearing panel assembled by a Vice Principal must have the membership listed below and every effort should be made to ensure that it is an appropriate ethnic and gender mix:

- Vice/ Principal: (chairperson) (or in cases with KS4 learners this can be the Curriculum Manager)
- Assistant Principal: (presenting person)
- Quality representative (impartial member)
- Learner
- Parent/guardian/friend

Protocol for the Appeal Hearing

- The chairperson explains the protocol for the appeal hearing.
- The Assistant Principal presents information from members of staff and/or witnesses.
- The Assistant Principal presents documentary evidence (learner behaviour contracts, cause for concern, conduct report forms).
- Learner presents their view.
- Parent/guardian/friend/supporter present their views
- Chairperson arrives at a decision
- Decision is presented in writing, using the outcome templates, within 5 working days to the learner, parent/guardian, School representative, Personal tutor, Teacher, and any other stakeholder including employer.

The decision of the chairperson is final. The learner will be informed of the outcome of the appeal within five working days of the hearing.

If the learner is allowed to remain in College, the learner may be required to make improvements. The

improvements should be agreed between the learner and the College and will be formally endorsed the

E-ILP. Where improvement targets are set, a date for review shall be agreed with the Curriculum Manager. If the learner fails to improve by the review date the learner shall return to Stage 3 in the Learner Behaviour procedure. Learners who are allowed to remain in College will receive ongoing support and guidance from their Personal tutor.

If the exclusion is upheld the learner must leave the College and not return for any reason until the exclusion period is over. The learner will be sent a notification of exclusion letter (Appendix 6).

3.0 Learners in receipt of Additional Learning Support

Where a learner has an identification of support needs, or any other special circumstances such as a learning difficulty or disability, mental health issues, is a Looked After Child, the Vice Principal (Foundation Learning and Adult Learning) and/or the Vice Principal (Learner Experience) will determine whether a Behaviour Management Meeting, or a Fitness to study or where the learner have an EHCP an emergency EHCP Support review meeting is called with the parents and case workers. The Local Authorities must be informed if there is a risk of exclusion from the college for all EHCP students.

If the Behaviour Management or Fitness to Study meeting is deemed to be the appropriate course of action, the learners, parents or carers and representatives of any external agencies involved with the learner will be invited to the review meeting.

These meetings will be attended by at least two of the following staff:

Assistant Principal – Foundations & learning Support, Assistant Principal (Learner Experience)
Curriculum Manager Foundation Prospects

The meeting will consider any additional support required by the learner and whether or not the College can reasonably provide the level of support needed. It will also consider whether there are suitable alternative programmes within the College to which the learner would be better suited. The Chair of the meeting may recommend exclusion from the College if additional support and/or alternative arrangements as outlined above are not reasonably possible.

The Chair of the meeting will write to the learner and his or her representative with the outcome within 7 working days. If the meeting has recommended that the learner be excluded from the College, or be placed on another programme of study, the Chair will make it clear that this is a recommendation that must be confirmed by the Vice Principal (Foundation Learning and Adult Learning) and/or the Vice Principal (Learner Experience)

If the Vice Principal (Foundation Learning and Adult Learning) and/or the Vice Principal (Learner Experience) decides that a learner should not be excluded or placed on another programme this will be communicated to the learner in writing in 7 working days. The letter will explain any alternative action that is being taken and what the learner needs to do. For a learner who is under the age of 18 the letter confirming the decision must also be sent to the learner's parent or carer.

If the Vice Principal (Foundation Learning and Adult Learning) and/or the Vice Principal (Learner Experience) believes that the recommendation of the meeting is appropriate, he or she will confirm

the decision by sending a letter to the learner and a copy of this letter to the Principal within 7 working days.

For a learner who is under the age of 18, the letter confirming the decision must also be sent to the learner's parent or carer. If the decision is to exclude, or that the learner be placed on another programme of study, the letter will also include details of the Appeals procedure.

4.0 Criminal Offences

Where any member of staff has reason to believe that a learner may have committed a criminal offence, the member of staff must refer to the Vice Principal (Student Experience) as per the Student Criminal Conviction Declaration and Risk Assessment Policy and Procedure.

5.0 Timescales

With the exception of the time allowed for lodging an appeal, time periods stated in this procedure are for guidance and may be varied by the College in exceptional circumstances. Written notice of any changes will be given to the learner.

Periods of days in this procedure are working days. Documents sent by first class post will be deemed to be received within two days of posting.

6.0 Monitoring Arrangements

The outcomes of Stage 2 and Stage 3 will be analysed by protected characteristics age, disability, gender, and race and reported to SMT and Learning & Quality Committee.

Incidences of bullying and harassment will be reported to and monitored by the College's ED&I Committee.

Summary of the Learner Behaviour Procedure

Stage	Action	Timescale	Record	Communication of Outcomes
Informal Support	Personal tutor provides support and guidance for a learner in the early stages of their course.	Variable, but not more than 10 working days if a learner fails to follow guidance.	E-ILP Cause for Concern.	Available to subject and support staff via EBS
Stage 1. After 3 C4C the personal tutor holds a formal meeting with the learner to discuss behaviour / progress which is in breach of the learner code of conduct				Available to subject and support staff via EBS
Stage 1	Personal tutor invites learner to stage 1 meeting. An action plan for the next 10 days is agreed.	10 working days	E-ILP Improvement targets.	Available to subject and support staff via EBS
Progress review meeting takes place 10 days after the stage 1 meeting, to decide whether improvement targets have been met.				
Stage 1 Progress Review	Learner makes acceptable progress and continues as normal with their studies. Personal tutor places a PMP on their E-ILP.		E-ILP Positive Progress Record	Available to subject and support staff via EBS
	Learner fails to meet improvement targets and is invited to a stage 2 learner behaviour meeting. Personal tutor completes another action plan with learner	5 – 7 working days after meeting	Letter 1 to be sent E-ILP Improvement Targets	Available to subject and support staff via EBS

	and learners under 18 may be placed on a report.			
Stage 2 Written Warning and Learner Behaviour Meeting. Learner, Personal tutor, Curriculum Manager meet to review improvement targets				Outcome letter to be emailed to subject teachers and support staff by personal tutor.
Stage 2	Learner makes acceptable progress and continues as normal with their studies. PMP on their E-ILP.		E-ILP Positive Progress Record	Available to subject and support staff via EBS
	Learner fails to meet improvement targets and is invited to a stage 3 learner behaviour meeting. Personal tutor completes another action plan with learner, and learners under 18 may be placed on report.	5 – 7 working days	Letter 2 to be sent. E-ILP Improvement Targets	Available to subject and support staff via EBS
Stage 3 Learner Behaviour Hearing – Final stage meeting chaired by an Assistant Principal, to decide whether learner can remain at College				Outcome letter to be emailed to subject teachers and support staff by Curriculum Manager
Stage 3	Learner is allowed to proceed at College with agreed targets for	Subject to weekly progress review by learning manager	E-ILP Improvement Targets Report card	Available to subject and support staff via EBS

	improvement. If learner fails to improve a final stage hearing will be held.			
	Learner withdraws or is excluded from course, with option to reapply to College the following year	Immediate Exclusion	Letter 5 sent. EBS record of exclusion added.	Chair to notify estates, Head of ICT and Assistant Principal Learner Experience so that: <ul style="list-style-type: none"> • Learner ID card is disabled • Record of exclusion note added to EBS.

Appendix 1 – Conduct Report Form / Witness Statement, by learner or Staff

Staff / Learner Name:	Date of Incident:
Staff Title/Position:	Campus:
Learner Course and ID Number:	
<p>Details of Incident:</p>	
Signature:	
Date:	

Appendix 2 – Letter 1: Notification of Stage 2 Learner Behaviour Meeting

[insert date]

Dear [insert learner's name and ID number]

You attended a stage 1 Learner Behaviour meeting held on (insert date) with (insert personal tutor name) where it was decided that you had not satisfactorily met your agreed targets, and therefore received this written warning. The learner behaviour agreement which you signed at the Stage 1 meeting will be reviewed on (insert date, room number and time).

In the Behaviour Management meeting you will meet with your Personal tutor and/or Teacher and Curriculum Manager who will review how well you are progressing in making improvements. Please make every effort to meet your targets so that it is not necessary to progress your case.

Yours sincerely

[insert name insert job title]

CC: Parent /Guardian / carer if learner is under 18
Employer, if learner is work-based,
Personal tutor for learner file

APPENDIX 3 - Letter 2: Notification of Stage 3 Learner Behaviour Hearing

[insert date]

Dear [insert learner's name and ID number]

EITHER:

You attended a stage 2 progress review meeting held on (insert date) with (insert Assistant Principal Name) where it was decided that you had not satisfactorily met your agreed targets, and therefore will progress to a stage 3 Learner Behaviour hearing. This is the third and final stage of the Learner Behaviour Procedure.

OR:

On [insert date] you were suspended from College, on suspicion of an act of gross misconduct. (Insert brief details of the act the Learner is accused of).

A final stage 3 Learner Behaviour hearing will be held on (insert date – 5 working days from the date of stage 2 review meeting) with (insert Assistant Principal Name). Your parent/guardian will also be invited to attend this meeting, or if you are over 18 you may choose to bring a friend or representative from the Learner Union. You will be given an opportunity to explain the steps you have taken to improve your progress. At the end of the meeting, we will decide to either:

- Take no further action at this time, but keep a record of the final written warning in your file
- Exclude you from College

Yours sincerely

[Insert your name Insert title]

CC: Parent / Guardian / Carer if learner is under 18
Employer, if learner is work based
Personal tutor for learner file

APPENDIX 4 - Letter 3: Notification of Stage 2 Learner Behaviour Meeting Outcome or Notification of Stage 3 Learner Behaviour Hearing Outcome (*delete as appropriate)

[insert date]

Dear [Insert learner's name and ID number]

The Learner Behaviour meeting/hearing* which took place on (insert date) reached the decision to

Either – * delete as appropriate

*Allow you to continue at College, provided you are successful in following the learner behaviour agreement which you signed at your Stage 2 Meeting. You are required to attend a Progress Review Meeting on (insert date, room, and time). We hope that you will work hard during the review period and seek support from your learning manager and subject teachers to enable you to be successful on your course.

OR

* Allow you to continue at College, provided you are successful in following your improvement targets which you agreed too at your Stage 3 Hearing. You are required to attend a Progress Review Meeting on [insert date, room, and time]. You should be aware that you must follow the improvement targets on a daily basis. Failure to achieve your action plan will result in immediate exclusion from College.

Yours sincerely,

[Insert name insert title]

CC: Parent / Guardian / Carer if learner is under 18

Employer if learner is work-based

Personal tutor for learner file

APPENDIX 5 - Letter 4: Notification of suspension

[insert date]

Dear [insert name and ID number]

Following an incident that took place on [insert date] you were asked to leave the College premises by [insert name of staff member].

Either

*I am writing to confirm that you are suspended until [insert date]. After this date you are free to return to College and must seek immediate guidance from your Personal tutor on how to improve your progress.

Or

*I am writing to confirm that you are suspended and should not attend College until a Learner Behaviour hearing takes place on [insert date, room, and time]. You are required to attend the meeting. If you are under 18 you may bring a parent or guardian, or if you are over 18 you may bring a friend or representative from the Learner Union.

This investigation is part of Stage 3 of the Learner Behaviour Procedures, a copy of which is enclosed.

At the end of the Learner Behaviour hearing the investigating officer may:

- Dismiss the case
- Give you a written warning and behaviour agreement
- Exclude you from your course(s)

We need you to provide us with the following information no less than 3 days before the hearing:

- that you will/will not be attending the hearing
- the name(s) of anyone who will be coming with you
- if you need a translator or support worker

If you do not attend the hearing, the hearing may still take place and you will be informed in writing of the decision made.

Yours sincerely,

[Insert name] [Insert title]

CC: Parent / Guardian / Carer if learner is under 18
Employer if learner is work-based
Personal tutor for Learner File

APPENDIX 6 - Letter 5: Notification of Exclusion

(insert date)

Dear (Insert name and ID number)

The Learner Behaviour hearing which took place on (insert date) reached the decision that you would be excluded from College for (insert length of time) from the date of the hearing. You are excluded for (insert reasons). You have the right to reapply to College at the start of next academic year.

You have the right to appeal against this decision. If you wish to appeal you must clearly state your reasons for appeal and send them to the chairperson of your Stage 3 Hearing, within 10 days of the date of receiving this letter. The College reserves the right not to allow an appeal hearing to take place if insufficient evidence is provided.

Yours sincerely,

(Insert Name. insert title)

CC: Parent / Guardian / Carer if learner is under 18

Employer if learner is work-based

Personal tutor for Learner File

APPENDIX 7 - Chairperson's Behaviour Management Meeting Preparation Guide Equality Impact Assessment: Making Reasonable Adjustments

Learner details

1. Details of learner from EBS - previous qualifications – do these match entry criteria for course? Current exam enrolments and achievements – is the learner succeeding?
2. EBS - access the learner's timetable – does the timetable suit the learner's needs, i.e., is Attendance & Punctuality low at any particular sessions (ask learner why), are any support/targets required to enable the learner to meet the attendance and punctuality target. Are any changes or adjustments required to the learner's timetable?
3. Access the learner's E-ILP to see their attendance and punctuality, target grade, progress, when they last logged in, SMART targets (related to behavioural issues, academic issues) Reviews – what learning manager and teachers have written about learner's progress.

Individual needs – are we making reasonable adjustments?

4. Is any support required in place? i.e., ALS, mentoring support, counselling, anger management.
5. Are any outside agencies or support services involved? i.e., Youth Offending team, community service, asylum seeker, care leaver.
6. Does the learner have any diagnosed specific learning difficulties/disabilities? i.e., ADHD, Asperger's, dyslexia, dyspraxia.
7. Does the learner have any health issues and/or mental health issues which impact on their attendance or ability to study?
8. Has the learner any specific family and/or housing issues which impact on their attendance or ability to study?
9. Does the learner have any barriers to communication including ESOL, deafness, Asperger's syndrome, dyslexia?
10. Does the learner have any specific religious or cultural needs which impact on their ability to attend and succeed at College?

APPENDIX 8 – Guidance: Pre 16 KS4 Behaviour for Learning Flow Chart

In Class Behaviour Types of Behaviour	Teacher/Personal tutor Response	Procedures	Effective Communication
<p>Levels 1 & 2 – Low Level</p> <p>For example:</p> <ul style="list-style-type: none"> • Lack of appropriate equipment / lack of college lanyard etc.; • Late to lessons; • Lack of classwork; • Low level disruption; • Running / shouting; • Failure to follow instructions; • Failure to attend detention; • Lack of respect towards peers; • Disruption to the learning of others; • Inappropriate use of mobile phones/other items. 	<p>Issue Warning and provide every opportunity to ‘get it right;’ Use positive language.</p> <p>Implement the 4 steps System and Strategies as required.</p>	<p>Positively correct before starting the 4 steps.</p> <p>Learners can move down a step with focused engagement.</p> <p>4 Steps Guidance:</p> <ol style="list-style-type: none"> 1. Name on the board 2. Interventions, e.g., Time out 3. Removal from the lesson to a Time Out Room 4. Place on Learning Behaviour contract for 2 weeks as appropriate 	<p>Teacher deals with the situation within the classroom</p> <p>Where the teacher has a repeated concern about a learner regarding low level behaviour issues, this should be recorded on EBS so that, the whole team is aware. Where patterns are noted, the Personal tutor/ Teacher will follow up with the learner, parents and link school.</p>
<p>Levels 3</p> <p>For Example</p> <ul style="list-style-type: none"> • Lack of respect to staff; • Repeated failure to follow instructions; • Smoking; • Racist and Homophobic comments; • Unauthorised 	<p>Time Out Room</p> <p>Remove ID Badge Detention & agree strategy for rapid improvement</p>	<ul style="list-style-type: none"> • Provided work for the learner. • Curriculum Manager & Personal tutor decides on and issue a sanction. • Restorative meeting is held between 	<p>Incident is recorded on System? and sent to the Personal tutor/ Teacher & Curriculum Manager, included in termly report to School.</p> <p>Where patterns are noted, the Personal tutor will follow up</p>

<p>absence;</p> <ul style="list-style-type: none"> • Swearing at Staff. 		<p>Curriculum Manager, teacher, learner & parent / school link as required.</p> <ul style="list-style-type: none"> • Place on Behaviour Contract as Appropriate which is managed by the Personal tutor and overseen by Curriculum Manager. • If no Improvement then escalate to Learner Behaviour stages. 	<p>with the learner, parents, and school. It may be necessary to involve the Curriculum Manager to support broader issues across the curriculum.</p>
<p>Level 4 – Serious Incidents</p> <p>For example</p> <ul style="list-style-type: none"> • Theft; • Possession of dangerous / illegal item; • Continued Bullying / Racist / Homophobic comments; • Vandalism of college property; • Bringing the College into disrepute; • Fighting / seriously threatening 	<p>Removal from lessons</p> <p>Removal of ID Badge Refer to College Disciplinary Policy & Procedures</p>	<ul style="list-style-type: none"> • Refer to Duty Manager log incident on EBS. • On call staff ensure the incident is fully investigated and recorded, including discussion with Personal tutor and Curriculum Manager. Curriculum Manager reports to Safeguarding officer if 	<p>Incident to be recorded on System? and sent to the Curriculum Manager, Teacher, and Personal tutor.</p> <p>VP/AP to decide who is best placed to inform parents and link School.</p> <ul style="list-style-type: none"> • Any exclusions and reintegration meetings communicated by VP/AP.

behaviour;		<p>necessary.</p> <ul style="list-style-type: none"> • VP/AP to make decision as to level of sanction. • Curriculum Manager and Personal tutor oversee the sanction depending on the level decided. • Final details of the incident are recorded on EBS. • Restorative meeting is organised where appropriate. 	
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