



Student Behaviour & Intervention Policy 2026- 2028

Equality Impact Assessment: Askham Bryan College recognises the importance of the Equality Act 2010 and its duties under the Act. This document has been assessed to ensure that it does not adversely affect staff, students or stakeholders on the grounds of any protected characteristics.

1. INTRODUCTION

- 1.1 The College is committed to providing an inclusive and supportive environment for its students. It understands the importance of their health and wellbeing in relation to their learning, academic achievement and wider student experience and seeks to develop a positive and safe environment that enables them to engage with their studies and achieve to the best of their ability.
- 1.2 The College aims to provide a safe, respectful and enjoyable community where all students can learn and achieve their potential. To protect this community, the College promotes behaviour which is based on respect, fairness and responsibility. When a student's behaviour does not meet our values, any actions taken should focus on helping students understand expectations, to make better choices, and recognise the consequences of their behaviour.
- 1.3 The policy and procedure clearly sets out a four stage process that will be used to manage and support positive student behaviour, increasing in severity, which could result in removal from the course or college at stage 4, this is dependent on the severity of the concern/incident as to what stage the student enters the process.
- 1.4 The Support for Study policy and procedure, where appropriate - also applies to students with learning difficulties, disabilities or mental health issues which affect their ability to engage, to support them and encourage positive change"

2. POLICY AIMS

This Policy aims to ensure that we have:

2.1 Clear behaviour expectations — Setting out what positive behaviour looks like, creating a safe, respectful and inclusive environment where everyone can succeed.

2.2 Consistent procedures and consequences — Explaining what happens when behaviour standards are not met, ensuring responses are fair, appropriate and focused on learning and restoration.

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2.3 Fair treatment for all students — Ensuring that every student is treated with respect and fairness at every stage, whether the process is informal or formal.

2.4 Clear staff roles and responsibilities — Describing how staff promote positive behaviour which is based on respect, fairness and responsibility and respond to misconduct, providing a confident, consistent and restorative framework across the college.

3. SCOPE

- 3.1 This policy applies to all students enrolled onto any of the Askham Bryan Courses at all sites. Students must follow the Student Charter and College policies during any College-related activity, on or off site (incl: trips, visits and work placement). The policy applies to any breach of College expectations, including behaviour online, on social media and in the use of AI.
- 3.2 Residential students must also follow the terms of their Accommodation Agreement. A student is considered “resident” if they have been allocated a room at the College.
- 3.3 A student is defined as anyone currently enrolled on any programme of study at the College, at any level and in any mode of attendance.

4. DEFINITIONS OF TERMS, INCLUDING BEHAVIOUR, CONDUCT OR CONCERNS THAT WILL LEAD TO AN INTERVENTION

Gross Misconduct

Serious behaviour that significantly breaches the Student Charter or College policies and poses a risk to the safety, wellbeing or integrity of the college community. It includes actions that are deliberate, harmful or severely inappropriate, and which undermine trust or disrupt the learning environment. Such behaviour is considered so serious that it may lead to immediate formal action, including suspension or removal from the College.

Misconduct

Behaviour that does not meet the standards set out in the Student Charter or College policies and disrupts the learning environment. It includes actions that are inappropriate, disrespectful or uncooperative, but not serious enough to be classed as gross misconduct, this can also relate to conditions set out within our Zero Tolerance policy & procedure.

Bullying and Harassment

Repeated behaviour that intentionally hurts, intimidates or humiliates another student, either physically, verbally, socially or online. It creates an unsafe or hostile environment that affects a student’s wellbeing, confidence or ability to learn. Bullying or harassment can occur in person or through digital platforms, including **social media** and **AI-assisted communication**, and is treated as a serious breach of College expectations.

Trauma Informed Practice

Understanding how past experiences may affect a student’s behaviour, learning, and emotional wellbeing. Staff create a safe, respectful, and supportive environment by building

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strong relationships, showing empathy, and avoiding practices that could re-trigger distress. This approach helps students feel secure, improves engagement, and supports them to reach their full potential despite any challenges they may face.

Restorative Conversation

Focusing on repairing harm and rebuilding relationships through open, respectful dialogue between students and staff. It encourages individuals to take responsibility for their actions, understand the impact of their behaviour, and work collaboratively toward a positive resolution. This approach strengthens community, promotes accountability, and supports students in developing communication and conflict-solving skills.

Positive Behaviour Approach

Proactive way of promoting positive conduct, focusing on setting clear expectations, recognising and actively encouraging positive choices and supporting students to take responsibility for their actions.

5. BEHAVIOUR

5.1 An incident(s) that gives cause for concern involving a student is defined as any behaviour, action or activity which contravenes:

- Any College policy;
- The College Values and Student Charter
- The residential rules/terms of the Accommodation Agreement;
- Any verbal or written agreement between the College and the student;
- Academic malpractice or misconduct policies.

5.2 Examples of conduct, behaviour OR concerns:

Examples include *but not exhaustive*:

- Increasing the risk of harm or causing harm to themselves, the public or other members of the college community due to the breach of ANY college policy;
- there is evidence of non-engagement by the student with their studies e.g. lack of attendance, disruption of the studies of others, non-submission of course work;
- evidence of contravening the Student Charter;
- there is an increase in the risk of disruption to their studies or the studies and student experience of others;
- there is an increase in the risk of unreasonable demands on staff or other students;
- interference with the day to day functions and activities of the college, including delivery of teaching and ancillary services e.g. support and accommodation;
- Health and Safety concerns or a breach of the Health and Safety Policies or any policies relating to weapons;
- safeguarding concerns or a breach of the Safeguarding Policy;
- a breach of the Equality and Diversity Policy; or a breach of the Peer on Peer Abuse Policy;
- a breach of the Academic Malpractice, misconduct and maladministration policy and procedure;

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- engaging or supporting the engagement of mind altering substance on site or under the influence of mind altering substance in college
- Engaging or supporting the engagement of alcohol for under 18 students at the college.
- the use of AI to complete course work and examinations, resulting in the work no longer being their own work
- there is a risk of harm to or causing harm to the college's reputation;
- causing damage to or the destruction of the college's property or assets (including livestock/animals);
- using college property or assets in a way not sanctioned by the college;
- removing or withholding assets from the college without permission;
- significant or repeated breach of any college policy;
- breaches of the residential rules/Accommodation Agreement (see Accommodation Handbook for further details);
- acts that could be considered illegal (in that a criminal offence may have been committed and is not subject to further legal processes);
- acts that are criminal (in that an offence has been committed and legal process has been commenced / completed);
- Illegal use of weapons to incite violence, threatening behaviour and damage to college property and others:
- failure to engage with the requirements of a previous Behaviour & Intervention Agreement

5.3 Where a student has been supported through the procedures underpinning this Policy and the desired changes have not been achieved, the student will be supported through the next 'Stage' of the Procedures (see 4 of the Procedures).

5.4 Examples of concerns that will be addressed through the Support for study policy and procedure are as follows – but not exhaustive:

- the student declares a new or recurring disability, illness or mental health condition;
- a member of staff suspects a relevant change in physical or health and mental wellbeing or is advised by a third party of a new or recurring disability, illness or mental health condition;
- a student's conduct could suggest a change or deterioration in their mental health or wellbeing;

Initial Review

5.5 For every instance of conduct, behaviour or concern that causes consideration of an intervention through this policy, a review will take place first to establish what happened/ is happening, why it happened, who was involved, who was affected.

5.6 It is the role of college staff to ascertain as the result of this initial review what support might be required to enable the student to continue effectively with their studies. That is not to say that sanctions will not apply – in some cases they will. Depending on the circumstances of the incident and the outcome of the initial review, one of the following stages of the process will apply.

6. STAGES FOR INTERVENTIONS

- 6.1 The College uses a staged approach to managing student conduct. This allows staff to respond proportionately to concerns, starting with informal support and progressing to formal intervention only where necessary. Each stage is designed to encourage improvement, promote accountability, and support student development.
- 6.2 Staff should consider each case individually and apply professional judgement, taking into account the nature of the concern, the student's history, and any known support needs. Where appropriate a student could be moved onto the Support for Study policy as opposed to the Behaviour Intervention policy. While the stages are presented in a sequence, the procedure does not require staff to progress through each stage in order. Serious concerns will warrant immediate escalation.

Cause for Concern – First, Second and Third

Informal stage

- 6.3 Stage 0.1, 0.2 and 0.3 is the initial stage and is used to address early signs of concern. Students can be issued up to three separate cause for concerns at this stage. These are informal but recorded and are intended to promote improvement through clear expectations and short goals set to support change at an early intervention.
- 6.4 Any member of staff may issue a Cause for Concern. Staff should use professional judgement and seek advice from a Curriculum Team Leader/ Head of Department/ Student Services Manager/ Residential Manager.
- 6.5 The cause for concern should be delivered in person. If the student is absent, they must be informed of the cause for concern as soon as reasonably possible (the next day they are in college). If the Course Manager is not directly involved, they must be informed within 24 hours via the logging on ProMonitor.
- 6.6 When issuing a Cause for Concern, the student must be clearly informed of:
- The reason for the cause for concern;
 - The improvements expected;
 - Target set with clear deadlines
 - The possible consequences if concerns continue
- 6.7 Staff must set clear expectations/actions and record on ProMonitor.
- 6.8 Support needs should also be considered, and referrals made to appropriate services if relevant and not already involved (e.g. Wellbeing, Learning Support, Study Mentors, Residential).
- 6.9 All causes for concerns at this stage must be recorded on ProMonitor, including a brief summary of the incident and agreed actions. For apprentices, the Apprenticeship Team must also be notified. In the case of Vet Nursing students, the Head of Vet Nursing should also be informed as this could have implications for the students' registration with RCVS.

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- 6.10 Cause for Concern are not subject to appeal but must still be issued fairly, consistently, and with reference to the student's individual circumstances.
- 6.11 Once a student reaches a fourth cause for concern — even if the cause for concern relates to separate issues — staff must review the case and consider escalation to Stage 1. This decision should take into account the nature and pattern of concern, the student's response to previous support, and any wider context.
- 6.12 Causes for Concern remain active for the duration of the academic year.

7. TIMELINESS

- 7.1 College staff will endeavor to address incidents where behaviours cause concern in a timely fashion, notwithstanding the necessity in some cases to gather further information or evidence either from students/staff involved or in some cases, external agencies.

Stage 1

- 7.2 Stage 1 Informal – the level of intervention will be based on a build up from the volume of cause for concerns in the main. However, a student can be placed directly on a stage 1 contract if it is deemed it higher than a concern.

Stages 2 – 4

- 7.3 Stages 2-4 – the level of intervention will be dependent on the extent to which the concerns present a risk to the student progressing and achieving or to the safety and wellbeing of themselves and the College community.
- 7.4 **All stages of the process will be recorded on Promonitor.**

8. PARENTAL INVOLVEMENT/INVOLVEMENT OF THIRD PARTIES

- 8.1 As a general rule, we encourage parents/carers to be involved in any procedures designed to support their child. In particular, this means that the parent/carers and other external agencies who are supporting:
- 'vulnerable' students – i.e. students who have learning difficulties or disabilities and who are in receipt of an EHCP or High Needs Funding or vulnerable adults
 - students who are supported by a social worker, such as Looked After Children, care leavers, students who are the subject of a child protection plan

will be informed of meetings involving their children – for further details see below. We will also ensure that relevant staff e.g. Inclusive services and/or Student Services are informed/involved.

- 8.2 Parents/carers of students who are under the age of 18 and/or hold an EHCP and are receiving a stage 2 the parent must informed of the meeting and offered to attend (in person or via teams) and notified of the outcome.

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- 8.3 Parent/Carers will be invited to all stage 3 and stage 4 Behaviour Intervention meetings. Where a student turns 18 during the academic year, staff must seek written permission to continue to engage with parents/carers under these arrangements for the remainder of that academic year.
- 8.4 In some cases, where a student is being supported by external agencies in relation to any learning difficulties or disabilities or matters relating to their physical or mental health, the College (with student permission) may seek to gather further information about that student from those third parties so that a full picture of the individual can be ascertained, enabling a more effective review of next steps/support required.

Formal meetings - Stages 2 - 4

- 8.5 Formal stage 2 meetings a parent/carer will be notified of the meeting and offered opportunity to attend in person or via teams and outcome shared with them.
- 8.6 **Invitations to formal stage 3 - 4 will be made in writing.**
- 8.7 For those students listed in paragraph 8.1 parents/carers/external agencies as appropriate will always be invited to BIP meetings at Stages 2 - 4.

9. FORMAT OF MEETINGS

- 9.1 A standard format for meetings will be applied across College, to ensure consistency of approach. Ultimately, the Chair of the panel/meeting will determine, based on the information provided, whether it is reasonable to conclude that the incidents of conduct, behaviour causing concern or the concerns in themselves can be reasonably attributed to that individual and that the student will benefit from a tailored Behaviour Intervention Plan. The resulting Behaviour Intervention Plan will be one agreed by all parties.

Documentation

- 9.2 At stage 1-3 the Behaviour Intervention process, whilst addressing behavioral issues, is ultimately designed to understand what may be causing a student not to progress or behave as expected and see how the College can in conjunction with parents and any external support, support the student to set targets and support them so that they can succeed.
- 9.3 At stage 4 which will be a panel hearing made up of Assistant Principal or Director-chair, investigating officer, PAD (if student has requested, they attend), Parent/Guardian/ Agency (if appropriate) and student. An overview of students' current performance (including attendance), PM comments (including any previous BIP meetings and actions) and overview of reason for the meeting once meeting date has been confirmed, these will be sent via email to ensure timeliness of process.

Please note: a Subject Access Request cannot be used to delay the BIP meeting. Engaging in the BIP process is strongly recommended. You will be offered 2 opportunities to attend a meeting. In the case of non – attendance by the student, the College will hold the meeting in their absence.

CCTV and Witness Statements

- 9.4 It is NOT College policy to issue copies of the evidence including CCTV/any witness statements/accompanying documents to any of the attendees prior to or subsequent to the meeting. Statements are typically given in confidence, and it undermines the College's processes, where statements are given in confidence, if these are disclosed in advance of the meeting, or subsequent to a meeting, for instance, in the event of a Subject Access Request. Whilst you can request copy statements after a meeting, by way of a Subject Access Request, any statements disclosed in response to that Subject Access Request may be redacted – sometimes heavily redacted - to conceal the identity of the statement maker, or may not be disclosed at all, in order to maintain that expectation of having given the statement in confidence. CCTV may be disclosed after the meeting, in response to a Subject Access Request, depending on the circumstances.

Recording of meetings

- 9.5 It is also NOT College policy to allow students or those accompanying them to record meetings on any device. This includes on any recording device or mobile phone app and or use of a transcription app service such as via ChatGPT or similar.
- 9.6 Under the General Data Protection Regulation ("GDPR") and the Data Protection Act 2018, all data relating to a person's physical or mental health is regarded as sensitive, personal data. The College's policy on Data Protection contains guidance on the use of sensitive information e.g. details about a student's mental health or condition and should be consulted by staff. In general, all personal data of a sensitive nature given to a member of staff by a student should be treated as confidential and should only be disclosed with the student's consent. Sensitive data, for the purpose of this policy, is deemed to be information given in confidence concerning, for example, a student's ill-health or disability, including mental health issues.

Information gathering for meetings

- 9.7 This policy and procedure will be carried out in line with our Data Protection Policy, Subject always to the College's duty of care to safeguard the welfare of students and responsibilities under the safeguarding policies and procedures. The College reserves the right to contact a student's parents/carers where it considers it has a responsibility to do so under the duty of care to safeguard them or where there is a reason to do so under the Mental Capacity Act 2005.

10. OUTCOMES BEHAVIOUR INTERVENTION MEETINGS

- 10.1 In ALL cases the meeting should be recorded accurately on Promonitor within Learner Meetings at the appropriate 'Stage' and **risk indicator changed**. The outcomes from the meeting should be sent to the student and the parent/guardian for students under the age of 18, within 5 working days.
- 10.2 Stage 1 meeting - notes will be made on Promonitor (Learner Meetings) and a Behaviour Intervention targets set using SMART targets within Promonitor (and shared with student via ProPortal) including supportive outcomes/sanctions.

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- 10.3 Stage 2 meeting notes will be made on Promonitor (Learner Meetings) and a Behaviour Intervention agreement will be issued setting SMART targets within Promonitor (and shared with student via ProPortal) including supportive outcomes/sanctions.
- 10.4 Stage 3 and 4 meetings: Notes will be taken of the key points of information and findings of meetings by an administrator. Notes will be uploaded to ProMonitor. A Behaviour Intervention agreement which includes using SMART targets will be included within Promonitor (and shared with student via ProPortal).

Please note any sensitive information which is declared or discussed with be logged on CPOMS.

11. SUPPORT FOR SUSPENDED/EXCLUDED STUDENTS

- 11.1 It is rare, but on occasions, for the safety of both student and the College community, the College may decide to suspend a student. If it is necessary to suspend a student from learning (see also **Section 19 - Suspension**), Course Managers are responsible for providing learning resources to ensure the student is not disadvantaged academically by missing lessons. Support will also be offered for pastoral issues by Student Services. Where a student misses practical lessons, opportunities must be created to ensure their assessment and progress are not affected. Course Managers are responsible for taking action to re-integrate their student after a period of absence.
- 11.2 In the exceptional circumstances that a decision is taken that a student should be excluded from College (see also **Section 20– Exclusion**), the Student Services team should be notified and an offer of careers advice and guidance made to that student, including guidance on where the student might receive any necessary pastoral support immediately following their departure from college.

12. FINANCIAL RESPONSIBILITY

- 12.1 Some instances of behaviours causing concern unfortunately resulting in damage being caused to property. The college will look at those incidents in the context of the individual(s) responsible and, taking all factors into consideration, will determine the liability of each individual for the replacement or repair cost of the property or asset. Depending on the circumstances, the College reserves the right to report incidents of damage to the Police as criminal damage. In the event of a group venture and where members of the group can be identified, should it be unclear which individual in a group was responsible for the damage the cost of replacement or repair will be shared equally between the members of the group (**see section 13 - Joint Venture**).

13. JOINT VENTURE

- 13.1 If a group of students were present during an incident of conduct/behaviour causing concern, that group holds joint responsibility unless:
- A single responsible individual is identified by the students involved;
 - A student present can evidence their own actions to prevent the incident; or
 - A student can prove that they were not present during the incident.

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- 13.2 Any outcomes for students involved in joint venture will be dealt with at the same level. In the event where any of those students have been involved in previous interventions however, their intervention for any new matters may be escalated to a higher level.

14. CONFIDENTIALITY

- 14.1 The outcome of BIP interventions under this policy is a confidential issue between the College and the student (and their parents/carers if the student was under the age of 18 at the beginning of the academic year during which the meeting takes place or in the case of 'vulnerable' students – see para 8.1. The College will not usually disclose the detail of Behaviour Intervention meetings to third parties unless required to do so by law, however, where it concerns welfare of animals or safeguarding concerns these may be shared in the interest of safety. In references, if asked, the College will only reveal that an intervention with a student has occurred, not the reason for the intervention, its level, its outcome or any sanctions imposed.

15. REVIEW OF INTERVENTION

- 15.1 A timely review of Stages 1-4 will take place to ensure targets are being met and student is being supported and praised on the positive changes taking place.

Downgrading

- 15.2 As a result of achieving all targets set and positive changes taking place a student can have their Behaviour Intervention downgraded by 1 e.g. Stage 4 dropped to Stage 3, Stage 2 dropped to stage 1.

Please Note: If a student receives a stage 4 drops to stage 3 and is taken back to stage 4, the stage 4 will remain in place for the rest of the academic year.

- 15.3 Reviews for stage 1-2 can be completed by Progress tutors/ Course Managers/ Curriculum Team Leaders/ Head of Department/ Student Service Manager Residential Service Manager.
- 15.4 Reviews for stage 3-4 must be completed by Curriculum Team Leaders/ Head of Department/ Student Service Manager Residential Service

16. LIFESPAN OF INTERVENTIONS

- 16.1 For the purposes of this policy, previous formal interventions are considered current if a student is:
- at Stages 1- 3 - to be wiped by the end of the academic year to which it relates;
 - at Stage 4 - within 2 subsequent academic years.

17. ADMISSIONS PANEL

- 17.1 Where a student remains on a Behaviour Intervention process at Stage 4 only, their application to progress or return to College and/or into accommodation for the next academic year will be referred to the Admissions Panel for consideration.

18. ALLEGED CRIMINAL OFFENCES AND CONVICTIONS

Notification of offences

- 18.1 The College has a duty of care to its students and thus it needs to be informed of any alleged criminal activity by its students in order that we can support them through the process. If at any time during enrolment on a programme of study at the college a student is questioned by the Police in relation to the potential committal of a criminal offence or arrested by the Police and/or charged with a criminal offence, they should report this immediately to their Course Manager. Likewise, if they are sent for trial, their Course Manager must also be kept informed at all stages. If the student is convicted* of one or more offences, then this must also be reported along with details of any sentence imposed. It is the responsibility of the Course Manager to relay any such information to either the Residential Services Manager, Student Services Manager or Assistant Principal – Students Life without delay, in order for us to identify next steps and any support that might be required.

** A conviction includes being put on probation, being given absolute or conditional discharge, being bound over or being given a formal caution. It also for the purposes of this policy includes referral orders and guardianship orders.*

19. SUSPENSION

- 19.1 In the rare cases that it is decided a student should be suspended from College, these will be considered on a case by case basis and suspension must be justified in that:
- If the student continues to attend College that they will pose a clear risk to themselves and/or the College community or the College's assets;
 - If the student continues to attend College that they pose a clear and present Safeguarding or Health and Safety risk to (an)other member(s) of the College community;
 - If the student continues to attend College that they pose a substantive risk to the College's reputation; or
 - If the student continues to attend College that they are likely to further breach policy or and expose themselves to increasing levels of intervention.
- 19.2 Suspension requires a student to be absent from the College community whilst the College investigates the concerns regarding the behaviour of the student. Suspension is used to diffuse situations and to protect the student suspended from further behaviours that cause concern and/or to protect the College community. Suspension is not a punishment and is not used in a punitive way. We will aim to keep suspension can for no more than 10 college days, however this will dependent on the situation.
- 19.3 Students who are suspended are not able to attend any College premises without written permission by the Principal and CEO.

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- 19.4 Suspension is always 'without prejudice' and does not imply any outcome of the formal SCS procedures.

Please see also the College Peer on Peer Abuse Policy for details of the circumstances under which students may be suspended pending investigations into conduct/ behaviours causing concern.

- 19.5 Formal suspension can only be issued by a Head of Department or Residential Services Manager/Student Services Manager, after the approval of a member of SLT, if under 18 parent/ guardian will be notified and this will be followed up with written confirmation and logged on PM comments.
- 19.6 If a suspension is required during the evening/weekend in relation to residential students, this can be issued by the Residential Services Manager for 72 hours, then approval from one of the Senior Leadership Team should be sought.
- 19.7 Determined on a case-by-case basis. suspensions may be extended (indefinitely) beyond 10 days if a student is, for instance, under police investigation or criminal charges/legal procedures are pending. In the event of suspension due to police investigations or other legal procedures, it is incumbent on the student (or parents/carers) to inform College of the progress/outcome of those investigations. Once external due procedures have been completed, College BIP procedures as described above then become operable where appropriate. The College reserves the right to instigate internal BIP procedures, regardless of the outcome of the police investigations.

20. EXCLUSION

- 20.1 An outcome of temporary or permanent exclusion or withdrawal from a programme recommended by the Chair of a Behaviour Intervention meeting must be approved by one of the authorised individuals, Principal and CEO, Chief Finance Officer or Deputy CEO. This authorisation may not be delegated. The DSL must also be made aware of any exclusion recommendations.
- 20.2 If a student is excluded from College, they would be required to leave immediately.
- 20.3 Exclusions may be suspended for a period using a Behaviour Intervention Plan.
- 20.4 Exclusions will be confirmed in writing to the student (and a copy to parent/carer of those under 18) within 5 working days of the decision.
- 20.5 Exclusions will remain on file for a period of 3 years. Any application by a student who has been excluded and who wishes to return to College during that period will be referred to the Admissions Panel for consideration. The Panel would consider not only the reasons and context of the original exclusion but also seek to establish with the student what steps they had taken in their lives as part of their rehabilitation, when considering enabling their return to College.

21. APPEALS

- 21.1 A student may appeal against the outcomes of the Behaviour Intervention process only at Stage 4 (FE) Stage 3 or 4 (HE). If a student fails to attend the meeting without good reason and/or has not notified staff of their reason for non-attendance, they forfeit the right to appeal.
- 21.2 Appeals must be in writing and must include the grounds of the appeal and any new evidence/information to be brought to the appeal. Appeals against Stage 4 (FE) Stage 3 or 4 (HE) outcomes must be addressed to the Chief Executive's Office. Appeals must be made within 5 working days of the date of the letter advising of the outcome.

HE Students only

- 21.3 A completion of procedures (CoP) letter will be provided following completion of the appeal stage.

Independent External Review for Higher Education Students

- 21.4 If a Higher Education student is dissatisfied after completing all stages of the appeal process, they are entitled to ask the Office of the Independent Adjudicator for Higher Education (OIA), an independent ombudsman service, to review their case. For more information please visit: www.oiahe.org.uk. The OIA will only consider cases from students who remain dissatisfied once all internal appeal stages have been exhausted and a Completion of Procedures (CoP) letter has been issued by the College.

22. GROUNDS OF APPEAL

- 22.1 At the end of a Stage 4 (FE) Stage 3 or 4 (HE) Behaviour Intervention meeting the student will be informed that they have the right to appeal.
- 22.2 Students may only appeal on the following grounds:
- a) New evidence can be brought that demonstrates that the student was not responsible for the incident in question. The evidence must not have been considered during the meeting, must be factual rather than opinion (hence character references are inadmissible), must be from a reliable (independent) source and must evidence a material change to the extent to which the burden of proof is met.
 - b) That there has been a procedural irregularity or that the college has acted outside its policy. In which case it is incumbent on the student to identify the procedural irregularity or policy breached by the College.
 - c) That any sanctions imposed are too harsh. The student must evidence that the sanctions are disproportional or are impacting on them or their family in an unintended or inappropriate way.

Appeal process

- 22.3 The Chair of the appeal will be independent of the stage 4 chair and will consider the appeal they will act depending on the grounds. The Chair of the appeal has 4 possible outcomes to the appeal. The Chair of the appeal can call the student to a meeting to

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discuss the appeal.

22.4 The Chair considering the appeal can find:

- That the appeal was vexatious or otherwise designed to undermine or frustrate the colleges BIP procedures. In this case the chair may increase the severity of any sanctions;
- Against the appeal in which case the outcome and any sanction stands;
- To partially uphold the appeal. In which case the chair of the appeal may decrease the severity of the any sanctions;
- To fully uphold the appeal:
 - In that the finding of the original BIP meeting Chair was erroneous. In which case the meeting will be removed from the student's record; OR the College failed to follow policy, in which case the meeting will be removed from the student's record.

22.5 The Chair of the appeal will write to the student and explain the outcome of the appeal against the grounds outlined by the student, within 5 working days of the appeal meeting. ***There is no further right of appeal under this policy.***

23. APPEAL AGAINST EXCLUSION

Timescale for Appeal

23.1 Notice of appeal must be lodged with the Chief Executive's office within five working days of the date of notification of exclusion and must give the grounds and brief particulars of the appeal. The recommendation will not be considered until the expiry of the period for lodging the appeal.

Hearing Appeals

23.2 A member of the Executive team only can hear an appeal against a Chair's recommendation for permanent exclusion of a student.

Appeal Meetings

23.3 If a notice of appeal is lodged within the time allowed, an appeal meeting Chaired by an authorised individual will be arranged to take place (normally) within fifteen working days of the notice of appeal being lodged. The student will be given at least three working days' notice of the time and place of the appeal meeting and will be entitled to be accompanied by one other person of their own choosing (e.g. parent/ carer) OR by a representative of the Students' Union, but not by a member of the legal profession acting in a professional capacity. Any documents considered at the BIP meeting will be available to the Chair for the purposes of the appeal, together with the notes of the meeting.

23.4 At the appeal meeting, the student may be invited to explain the grounds of the appeal (see 22.2 for allowable grounds) and to state their case. The Chair of the original BIP meeting who made the decision to exclude will be asked to respond to the appeal and explain the reasons for their decision. The Chair of the Appeal meeting may ask questions of the student and the member of staff and will then consider whether to

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allow or dismiss the appeal. Witnesses will not be asked to attend except possibly in relation to any relevant new evidence of 'fact' which has come to light since the original meeting (as opposed to a character witness).

Outcomes of Appeal against Exclusion

- 23.5 If the appeal is allowed, the Chair of the Appeal meeting may decide that alternative measures should be taken. The Chair may also decide that no further action should be taken.
- 23.6 If the appeal is dismissed, the original recommendation of the BIP meeting Chair will stand. Within five working days of the appeal meeting, the decision of the Chair will be confirmed in writing to the student. There is no further right of appeal under this policy.

24. FUTURE ENROLMENT AT THE COLLEGE

- 24.1 All students who are involved in a Behaviour intervention process at Stage 4 will be referred to the Admissions Panel on re-application to the College, i.e. on application to progress either onto a new programme or to progress onto a subsequent year of the same programme. The Admissions Panel will review information about the student taken from curriculum staff to ensure that no further concerns have been raised about the student. In some cases, the panel may take the difficult decision to not allow the students to return to College. This will be in the rare cases that in spite of support put in place for the student, they have continued to demonstrate conduct/behaviours that cause concern. The decision will be communicated to the student within 5 working days of the Panel meeting.
- 24.2 The Admissions Panel will also consider where appropriate any application to return into accommodation by these students, particularly but not exclusively if their BIP meeting is related to conduct/behaviours whilst in residence.
- 24.3 Any student who is subject to exclusion will not be permitted to re-enrol at the **College within 3 subsequent academic years** without the explicit recommendation by the Admissions Panel and subsequent approval of a member of the Executive team.

25. VET NURSING STUDENTS/PSRB ACCREDITED PROGRAMMES

25. 1 The Head of Vet Nursing should be informed if any students on a veterinary nursing programme or PSRB (Professional, Statutory, and Regulatory Body)¹ accredited programmes is subject to any of the stages referred to above as this could also lead to the student becoming subject to the College's Fitness to Practice Policy.

¹ These are external organisations that accredit, recognise, or approve higher education programmes, often leading to professional qualifications or exemptions. They play a crucial role in setting standards and ensuring quality within specific professions.

26. RESPONSIBILITIES

Senior Leadership Team

26.1 The Assistant Principal – Students Life is responsible for the monitoring and review of this Policy and associated procedures. Advice should be sought from the Assistant Principal – Students Life when needed regarding which stage of the procedure or which College policy is appropriate to use.

Heads of Departments and Residential Services Manager/Student Services Manager

26.2 Heads of Departments are responsible for ensuring that their staff are aware of the Policy and associated procedures and understand how they affect them and their students and for chairing any meetings where there is a significant concern about a student or a new emerging concern that is at crisis level. The responsibilities at different stages of the process are set out in the associated Behaviour Intervention Procedures. They are also responsible for ensuring that their staff understand the Policy and Procedures and will act as Chair for Stage 3 in interventions relating solely to behaviour or issues in accommodation. The Residential Services Manager/Student Services Manager is also responsible for working with People Services to enable staff development to support the use of this Policy and procedures.

Curriculum Team Leaders and Course Managers

26.3 Curriculum Team Leaders and Course Managers are required to understand the Behaviour Intervention criteria, policy and processes and apply the same effectively to their students where appropriate, where necessary taking advice from their Line Manager. Curriculum staff may be responsible for chairing meetings (Stages 1 to 2) dealing with emerging/new concerns about a student – the responsibilities at different stages of the process are set out in the associated Behaviour Interventions Procedures.

Progress Tutors

26.4 Progress Tutors are required to understand the Behaviour Intervention criteria, policy and processes and apply the same effectively to their students where appropriate, where necessary taking advice from their Line Manager.

Students

26.5 All students are expected to adhere to College Values and the Student Charter which is signed at enrolment and all other student-centered policies and procedures.

26.6 Students with a mental or physical health difficulty, firstly:

- Are encouraged to consult all relevant support services available at the College, and in particular the College's local medical centre (for residential students) or their own GPs, the Student Counselling Service (where appropriate) and the Student Wellbeing Co-ordinators (further information on these services can be found by visiting the Student Services web pages).

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- Are expected to speak to their Course Manager/Progress Tutor or another appropriate member of staff about the difficulty and any related problems that they may be experiencing.
- Are encouraged to involve the support of a parent, guardian or friend as an advocate as necessary.

27. COMPLAINTS

- 27.1 Any complaint relating to this policy, and the actions of Chairs or staff during its implementation should be made in accordance with the College's Complaints Policy. Complaints or the threat of complaints will have no bearing on, nor delay the BIP process. Such complaints can only be investigated after the outcome of any appeal has been finalised.

28. STAFF DEVELOPMENT

- 28.1 The College is committed to ensuring that an ongoing programme of development for staff is provided to ensure that the skills and knowledge of staff in relation to this policy are up to date.

29. MONITORING AND REVIEW

- 29.1 The Assistant Principal – Students Life will maintain oversight of the effectiveness of these arrangements. This policy and the implementation arrangements which underpin it will be reviewed (biennially) by the Assistant Principal – Students Life.

30. SUPPORTING/RELATED DOCUMENTS

- Behaviour Intervention Procedures (Students)
- Support to Study Policy and Procedure
- Peer on Peer Abuse Policy and Procedures
- Complaints Policy
- Drugs, Alcohol and other Intoxicating Substances (Students)
- Screening and Searching Students for Weapons
- Fitness to Practise Policy and Procedures
- UCAB Student attendance and Engagement Guidance
- Academic Malpractice, Misconduct and Maladministration Policy
- Academic Malpractice, Misconduct and Maladministration Procedure
- Use of AI Policy
- Zero Tolerance Policy

31. RELEVANT LEGISLATION

- 31.1 In all aspects of this Policy, the College will comply with:

- The Data Protection Act 2018
- GDPR
- Equality Act 2010
- Human Rights Act

- Public Sector Equality Duty
- Safeguarding Vulnerable Groups Act
- Keeping Children Safe in Education 2026

32. DOCUMENT HISTORY

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