

Positive Behaviour Policy

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1. Introduction

At Wiltshire College and University Centre (WCUC) staff and students work together to create an inclusive and enjoyable college community in which our students and staff can achieve their full potential, working together to learn and develop in a safe, mutually supportive and non-threatening environment. We foster an atmosphere of mutual respect and tolerance developing a creative and supportive learning environment in which students can thrive. A College-wide commitment to improving behaviour will lead to greater student engagement, better support for staff and fewer incidents of negative behaviour.

It is vital as a College that we recognise and celebrate the achievements of our students to create an environment which encourages and rewards success. Our approach is based on strong evidence, showing that encouragement and reinforcement of positive actions is more effective in changing and improving behaviour than focussing primarily on punitive measures.

All members of staff act as a role model and support positive behaviours by setting high standards and expectations, rewarding positive behaviours and challenging negative behaviours to maintain a positive and pleasant College environment for all.

WCUC will adopt a restorative approach to behaviour management with the intention to give our students the skills to independently take responsibility for their own behaviour and make more informed choices in the future.

Our job is to teach the students
we have,

NOT those we would like to have,

NOT those we used to have,

But those we have right now

ALL of them

2. Purpose of this Policy

This policy is aligned to WCUC values:

Respectful	Students are expected to respect people, value diversity and are committed to equality ensuring a positive and professional learning environment in which all people are treated with respect and dignity. It is the responsibility of everyone to behave in a safe manner and not put themselves or others at risk.
Collaborative	It is the responsibility of students to engage with WCUC staff and other students to develop positive relationships and work together to promote an active group learning environment. This requires them to be on time, in the right place, correctly equipped and ready to learn in all classes.
Curious	Students must demonstrate an open mindset which accepts different viewpoints, backgrounds, and cultures. We actively model an open and inquisitive attitude to seek new knowledge, challenge existing thought and create original outcomes.

3. Principles

This Policy aims to enable:

- Embedding a Restorative Practice approach across WCUC (see Appendix C)
- Promotion of positive behaviour
- Appropriate challenging of negative behaviour
- Positive reinforcement and mutual respect
- A consistent approach
- Clarity of roles and responsibilities
- High expectations
- Effective sanctions
- A calm, productive and safe learning environment

Restorative Practice (RP) is not exclusive and can be used as a stand-alone approach or in conjunction with formal disciplinary sanctions.

4. Scope

The Policy applies to all students following successful enrolment on a WCUC course of study. This includes apprentices in their learning sessions and employers are informed of any use of the staged process. The Policy also applies to students in the immediate vicinity of WCUC including residential students, whilst on work experience, on trips or visits, and whilst representing WCUC within the community.

Appropriate action should be considered when students have not met the high expectations we set for them. This can include early intervention; a restorative approach; support for students appropriate to their needs; opportunities for improvement; and a range of sanctions, according to the circumstances. Sanctions are used only when support and improvement strategies have been exhausted.

Maintain contact with parents, carers, social workers, and employers, where appropriate to the age and circumstances of the student, to ensure that students are appropriately supported to improve.

Please note, for cases of academic misconduct, individual examination board regulations can dictate specific actions for that exam board/Higher Education (HE) programme. In following this policy both this document and the relevant examination board/HE regulations should be referred to.

Underpinning a positive behaviour approach is the simple reality that we all like to be praised for what we do well. This policy adopts the four pillars which are the foundations for creating an environment which is focussed on reward and recognition instead of punitive action.

Restorative approaches are based on four key pillars:

RESPECT: for everyone by listening to other opinions and learning to value them

RESPONSIBILITY: taking responsibility for your own actions

REPAIR: developing the skills within our college community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

RE-INTEGRATION: working through a structured, supportive process that aims to resolve the conflict and allows young people to remain in mainstream education.

Minimum expectations from staff

- Every day is a fresh start
- Greet your students at the door
- Model respectful language and behaviour at all times
- Be interested in who your students are
- Engage students in decision making
- Teach and model excellent practice
- Use effective statements and questions
- Reward, reward, reward
- Never remove a reward given
- Whole group punishments are never fair
- Sanctions should always be proportionate

5. Policy and Procedure Details

WCUC is a community that nurtures and supports every student and empowers every individual to achieve to their full potential. We are a place of safety where firm boundaries guide and support to ensure that we can keep everyone as safe as possible.

Expectations of positive behaviour, what students can expect from WCUC and what we expect of them are contained in our Student Code of Conduct (Appendix A). These expectations are explained to students at induction and reinforced throughout their studies by all staff in their everyday interactions with students. Examples of unacceptable student behaviour and expectations of positive student behaviours are contained in the examples of conduct concerns (Appendix B).

Wherever possible, restorative interventions should take place prior to formal disciplinary action. Where appropriate, formal disciplinary processes can be used in conjunction with restorative practice.

Any student who does not meet WCUC expectations of student behaviour will be supported to do so through the staged process outlined in this policy. Every attempt is made to enable the student to behave in a positive manner building their self-esteem and developing their self-discipline. A student who is consistently unable to meet these expectations or who displays unacceptable behaviour may be subjected to sanctions which could include temporary or permanent exclusion from WCUC community.

It is very important that at each stage of the process the student is given every opportunity to explain their behaviour and to discuss any additional support needs that they may have. It is also very important that the tone of this whole procedure is one of support to change and improve behaviour that does not currently meet expectations. Sanctions are only used where support measures have failed.

6. Roles and Responsibilities

All staff are responsible for implementing this policy, consistently providing a personalised approach to specific behaviour needs of our students. Staff should always model positive behaviour and ensure that all behaviour incidents are recorded on ProMonitor.

All staff should maintain a supportive environment by addressing any inappropriate behaviour in communal areas of each building. Any behaviours addressed should be recorded on ProMonitor with a record of any actions that have been taken. Where a behaviour is not

manageable the member of staff should report to the relevant Deputy Head (DH) and where needed call security for assistance and record on ProMonitor.

Heads of Faculty (HOFs), DHs and the College Management Group (CMG) are responsible for implementing the stages in this policy and they will be supported by Curriculum and Customer Service Advisors in sending out formal communications and record keeping.

7. Process

7.1 Positive Behaviour and Restorative Practice Intervention Stages

The aim of a Restorative Practice approach is to address undesirable behaviours in a non-punitive, supportive way. It provides opportunities for those directly affected by an offence/incident (victim, offender, and members of staff) to communicate and agree how to deal with the behaviour and its consequences.

Who should be present:

- Staff member as detailed under each stage of the process
- Student
- People affected by the behaviour
- Parent/Carer or student advocate, if requested (always offered)

NB: more than one meeting may be necessary

During this approach students will have the opportunity to reflect upon what happened and who was impacted. They are then supported to agree specific actions, which are reviewed at a given date. Meetings must be recorded on ProMonitor copying in all relevant staff. Parents/carers and/or external agencies are informed as appropriate.

All positive behaviour interventions should be recorded on ProMonitor. Strategies to support the student along with the agreed actions should be included in all comments.

7.2 Informal process

Where a student is finding it difficult to meet college expectations and which may be dealt with by agreeing action(s) for improvement. Any member of staff can work directly with the student to establish the ways in which the student is not meeting WCUC expectations, make plans for improvement and put support strategies in place. Records of conversations, actions agreed, and progress made should be recorded on ProMonitor.

7.2.1 Verbal Warning

Any member of staff can use the informal stage with a student, when a student's behaviour gives cause for concern. The staff member meets with the student to discuss the situation and agrees a way forward. Appropriate support strategies are agreed and put in place with potential consequences for not meeting the targets set explained to the student. The member of staff must record this discussion on ProMonitor copying in the teaching team. The teaching team must follow this up with the student at their earliest opportunity and monitor their progress against the concern raised.

7.2.2 Formal Process

For all stages under the formal process the member of staff leading on the warning should ensure that the Positive Behaviour Management Evidence Form has been put together which is made available to the student prior to them attending the meeting. Where the student is

under 18 a copy should also be sent to their parent/carer. To access the Positive Behaviour Management Evidence form follow this link: <https://forms.office.com/e/IFDYHKzJNM>

Stage 1 – Formal Written Warning

Aim:

All formal warnings should offer support to improve and include Restorative Practice where appropriate. They should not be issued for minor classroom management issues. A formal warning should be student-led with opportunities for reflection and the ProMonitor template is structured to support this discussion. It is an opportunity to consider the impact on themselves, their learning and the wider impact on others.

Who should be present:

- The student
- Staff issuing Formal Warning
- Parents/carers/guardians for students under the age of 18 (always informed)
- Student advocate for students over the age of 18 (always offered)

Who can issue them?

Formal warnings can be issued by any member of staff that has responsibility for that student and has witnessed the concern (in partnership with the DH, Residential Accommodation Manager, Apprenticeship Quality and Performance Manager, HoD Inclusion and Support) and should be recorded on ProMonitor.

What needs to happen:

- Curriculum complete the Positive Behaviour Management Evidence Collation form with all supporting documents e.g. witnesses statements.
- Curriculum should arrange for a letter to be sent to students detailing the reason for the meeting, the appeals process and information on how to get support. This letter should give at least 3 college days' notice of the meeting and will contain the information collated in the Positive Behaviour Management Collation Form which will be discussed at the hearing.
- Parents/carers/guardians for students under the age of 18 and/or external agencies are informed by letter.
- Students and parents/carers for students under the age of 18 should be in attendance at the formal meeting. WCUC can however issue a sanction in their absence where every effort has been made for an in-person meeting but has failed.
- All Formal Warnings should offer support to improve and include Restorative Practice interventions, where appropriate. The full offer of support should be clearly communicated with the student and parent/guardian and documented on ProMonitor.
- Students are given the opportunity to reflect upon their undesirable behaviours.
- Students are supported to agree specific actions, which are reviewed on a given date. The full offer of support should be clearly communicated with the student and parent/carer/guardian.
- Students should be informed that the formal warning has a duration of 3 months, after which this can become 'spent' and that all warnings will remain on the student's record after the end date (spent), for the remainder of the academic year.
- Staff record on ProMonitor in the meetings section and add a comment to alert relevant staff.

- Staff issuing the warning should print a copy of the meeting from Pro-Monitor and send this to the parent/carer/guardian where the student is under 18.

If required, referrals should be made for further support to;

- Wellbeing Advisors
- Endsleigh Student Assistance Programme
- College Counsellor
- Safeguarding Team

7.2.3 Stage 2 Disciplinary – Final Written Warning

Aim:

The purpose of the Final Written Warning is to clearly indicate the nature of behavioural change that is required and outline any behaviour which would automatically trigger a request for an Inclusion Panel. The result of which may be exclusion from WCUC..

Who should be present:

- The student being issued the Final Written Warning
- Parents/carers/guardians, for students under the age of 18 (always invited)
- Student advocate, for students under the age of 18, if requested (always offered)
- Support agencies, where appropriate (always invited)

Who can chair the meeting?

Final warnings can be issued by DH, or any member of CMG, and should be logged on ProMonitor.

What needs to happen:

- Curriculum complete the Positive Behaviour Management Evidence Collation form with all supporting documents e.g. witnesses statements.
- Curriculum should arrange for a letter to be sent to students detailing the reason for the meeting, the appeals process and information on how to get support. This letter should give at least 3 college days' notice of the meeting and will contain the information collated in the Positive Behaviour Management Collation Form which will be discussed at the hearing.
- Parents/carers/guardians for students under the age of 18 and/or external agencies are informed by letter.
- Students and parents/carers for students under the age of 18 should be in attendance at the formal meeting. WCUC can however issue a sanction in their absence where every effort has been made for an in-person meeting but has failed.
- The Final Written Warning should clearly indicate the nature of behavioural change that is required and/or any specific conditions or actions which would automatically trigger a request for an Inclusion Panel, the result of which may be exclusion from WCUC.
- Students should be informed that the final warning has a duration of 6 months, after which this can become 'spent' and that all warnings will remain on the student's record after the end date (spent), for the remainder of the academic year. All final warnings should offer support to improve and include Restorative Practice Interventions, where appropriate. The full offer of support should be clearly communicated with the student and parent/guardian and documented on Promonitor.

- Staff record on ProMonitor in the meetings section and add a comment to alert relevant staff.
- Staff issuing the warning should print a copy of the meeting from Pro-Monitor and send this to the parent/carer/guardian where the student is under 18 to inform them of the outcome and agreed actions.

Points to note:

- There is no obligation for staff to apply each stage of the Procedure in turn with reasonable justification.
- A single significant incident may justify an immediate Final Warning without going through the restorative steps and the formal warning.

7.2.4 Stage 3 Disciplinary – Inclusion Panel hearing for Exclusion/Withdrawal

Requesting an Inclusion Panel hearing

Inclusion panels can be requested by a DH and authorised by any member of CMG for either a single extreme behavioural incident or a pattern of persistent behavioural problems that have resulted in a series of escalating warnings. A request for an Inclusion Panel is a request to withdraw the student from their current programme of study. The relevant HOF will chair the meeting.

What needs to happen:

- Curriculum complete the Positive Behaviour Management Evidence Collation form with all supporting documents e.g. witnesses statements.
- Students must be issued with appropriate warnings before any Inclusion Panel is requested unless it is a single extreme behavioural incident.
- The student must have received a Final Written Warning that clearly indicates the nature of behavioural change that is required and/or any specific conditions or actions.
- Consideration must be given to mitigating or extenuating circumstances such as learning difficulties or disability, or personal circumstances. These factors may not excuse behaviours such as putting themselves or others at risk of harm or a criminal offence.
- Students and their parents/carers (where student is under 18) must be informed by the HOF or DH that a request has been made to withdraw them from their study programme.
- To request an inclusion panel the DH must add an 'Inclusion Panel' comment on ProMonitor that identifies either a single extreme behavioural incident or a pattern of persistent behavioural problems that have resulted in a series of escalating warnings.
- All support provided prior to this request for exclusion must be evidenced on ProMonitor and will be considered before any inclusion panels are convened. Where insufficient evidence of support is available on ProMonitor, the request for a panel may be declined.

Inclusion Panel Hearings

The disciplinary process is an opportunity to engage the student and reinforce the positive - even at stage 3. It is important to give the student a chance to reflect on how they can improve and have their voice heard. There is a strategic drive within WCUC to ensure consistency for all suspensions and exclusions.

Who should be present:

- The student
- Student advocate for students over the age of 18, if requested (always offered)
- Parents/carers/guardians for students under the age of 18 (always invited)

- Support agencies, where appropriate (always invited)
- Relevant staff member to present evidence

Who can chair them?

HOF or DH with the approval of the HOF.

What needs to happen:

- Students will receive at least 3 college days' notice of the hearing and will be notified of the information collated in the Positive Behaviour Management Collation Form which will be discussed at the hearing.
- A hearing should take place within 10 College days from the point of request.
- The evidence for exclusion should be presented by the CMG member or designated investigating officer.
- Before the hearing, any associated statements or information (including CCTV where appropriate) will be provided to the Chair in advance. It is the Chair's decision as to their use in the hearing.
- The panel will have the opportunity to ask questions of staff and student.
- The student, with agreed assistance from their advocate(s), will have the opportunity to present their case against exclusion, including any mitigating circumstances.
- The panel will then adjourn to make its decision. It can recall either side to seek any points of clarification. The panel may choose to discuss resolution directly with the student.
- Students and parents/carers for students under the age of 18 should be in attendance at the panel. WCUC can however issue a sanction in their absence where every effort has been made for an in-person meeting but has failed.

Possible outcomes may be:

- Student can remain at WCUC. Options include remaining on current programme, request to transfer to an alternative programme or to complete remainder of course via remote learning, where this is possible.
- Exclusion from WCUC.

If the decision of the panel is to exclude the student, then this must be referred to the Cross College Safeguarding Group (CCSG) to make the final decision. In making its decision the CCSG will work to the criterion of reasonable probability rather than the weight of the evidence required in a legal court (beyond all reasonable doubt). The CCSG will write to the student and their parent/carer, where appropriate within 5 College days of the outcome of the formal hearing. There is no appeal process for this decision.

The Safeguarding Administrator will ensure that there is a record on ProMonitor and ProSolution to alert relevant staff.

Points to note:

- The panel may choose to refer students to appropriate advice and guidance services or access additional positive intervention services and/ or issue a behavioural contract.
- Where a request for withdrawal is declined the Restorative Process should be offered along with the agreed sanction.

Inclusion Panels of students with EHCP

If an Inclusion Panel is requested for a student with an EHCP the Head of Inclusion and Support will be notified to ensure we have regard to the DfE guidance on exclusions which gives very clear advice that if we are considering exclusion, it would be very difficult to evidence that we had taken all reasonable steps if we had not called an emergency EHCP review. Unlawful exclusion of a pupil with a disability may amount to disability discrimination under the Equality Act 2010.

Where it has been agreed that an Inclusion Panel can go ahead then the process detailed within this Policy remains the same.

When an exclusion is considered appropriate, this decision must be made in partnership with the HOD Inclusion and Support, the Local Authority and subject to an emergency EHCP review. An exclusion can only be considered when all possible reasonable steps to avoid exclusion have been exhausted. If there is clear evidence that all possible reasonable steps have been taken and an exclusion is still assessed as appropriate, then:

- An emergency EHCP review must be called **PRIOR TO THE STUDENT BEING EXCLUDED.**
- Evidence must be presented to show what reasonable steps have been taken to avoid exclusion.
- Evidence that the behaviour the student is being excluded for is not part of their disability.

8. Suspending a Student

Cooling off periods can be issued by DH or any member of CMG for one-off incidents which do not pose an ongoing risk. Cooling off periods should last for 48 hours maximum. This should be logged in student comments on ProMonitor by the person issuing the cooling off period.

Student suspensions can be agreed at CMG level for a maximum of **5 College Days** days UNLESS there is a risk of harm to the student or others or awaiting a Panel hearing in which case the suspension can be extended in agreement the relevant Executive Director.

If considering either a cooling off period or a suspension for a student with and EHCP the Head of Inclusion and Support must be consulted/notified of this including the reason for the decision.

Please note: If a cooling off period or suspension are not correctly reported the student is officially 'missing from education' therefore ALL cooling off periods or suspensions should be logged on ProMonitor by the member of staff issuing the suspension under student comments copying in all relevant staff.

HOF or DH must inform parents/carers for any student under 18 years of age being sent home or being suspended prior to the student leaving the campus. In the case of a request to suspend vulnerable students e.g. students with an EHCP, Looked After Child, Young Parents, Young Carers, those working with the Youth Justice Service, Care Leavers, this must be discussed prior to the suspension with the HoD Inclusion and Support and/or Director of Student Services and Safeguarding.

Students who pose a risk to themselves or others may be suspended from WCUC pending further action / formal hearing, with agreement from a member of the CMG. During the period of suspension an investigation will be carried out into the alleged offence; the hearing must take place within **10 College days of the suspension / incident.**

During the suspension period, the student will:

- Only attend WCUC for a specific meeting arranged by the member of staff in charge of the investigation.
- If necessary, statements can be taken over the phone or received by email.
- Continue to complete and submit work electronically where possible.
- Not seek to contact anyone else involved in the investigation.

Wherever possible, suspended students should be offered online learning materials or work they can complete from home to support them to continue their education.

All suspensions must be communicated to the student and parents/carers by phone call prior to the student leaving WCUC and must be confirmed in writing within 2 College days of the suspension if it is likely to be longer than the 'cooling off period'. All factual information and actions taken relating to the suspension should be recorded on ProMonitor for the attention of all relevant staff.

When students return to WCUC they must meet with their DH who will discuss the events leading to the cooling off period/suspension and agree any appropriate further actions.

8.1. Suspension due to police investigation into criminal or high-risk behaviours

Students may be suspended without prejudice if they are being investigated by the police for a crime that is judged to have a potential harmful impact on students or staff in WCUC. A suspension may also be applied if WCUC becomes aware of behaviour that opposes our values or brings the College into disrepute. If the College becomes aware of any criminal activity (either in WCUC or not) we have a duty to report this to the police.

Examples of such high-risk crimes/behaviours would include any safeguarding matters involving abuse or criminal behaviour targeting children or vulnerable adults, sexual violence, crimes that are relevant to the programme of study (e.g., IT based fraud or misuse by an ICT student), crimes of violence, hate crimes. This list is not intended to be exhaustive, and the decision should be taken after assessing the potential risk to those in the College environment and to the student in question.

The decision to suspend due to police investigation must be taken in consultation with the Director of Student Services and Safeguarding of the Vice Principal Curriculum and Student Services.

The suspension is to protect the student and others and will be reviewed once the outcome of the police investigation is known. Wherever possible, the suspended student should be allowed and supported to complete their programme of study (study at home, planned tutorial meetings, etc.). This will not always be possible if the matter arises early in the College year. Each case will be assessed on an individual basis.

9. Cross College Safeguarding Group meetings

When a student has been issued with an exclusion, they may apply to study at WCUC at a later date. Before their application is processed, it will be referred to the CCSG to assess the suitability and readiness of the student to continue their education with us. The student will be asked to say what steps they have taken since their exclusion to ensure that they are 'college-ready' and that they will be able to become a positive member of WCUC community.

Where a student has been subject to an exclusion and WCUC has evidence of further misdemeanour either at WCUC or elsewhere, this information will be considered when making its decision as to whether we can accept the application. At this point the application can be refused.

10. Exclusion

This Policy and Restorative Practice is underpinned by the shared commitment of all members of WCUC to achieve the following aims:

- To ensure the safety and wellbeing of all members of WCUC community, and to maintain an appropriate educational environment in which all can learn and succeed.
- To realise the aim of reducing the need to use exclusion as a sanction.
- The decision to exclude a student will be taken in the following circumstances:
- In response to a serious breach of WCUC Positive Behaviour Policy.
- If allowing a student to remain at WCUC would seriously harm the education or welfare of another student or others in the WCUC community.
- Exclusion is only administered by the CCSG. The Director of Student Services and Safeguarding will write to the student confirming the exclusion. The communication will be copied to the DH and the Chair of the Stage 3 meeting. Relevant service departments are also informed including Finance and the Management Information Systems and records in ProMonitor will be updated.

11. Physical Intervention

Staff are not expected to physically restrain students, but physical intervention or restraint can be used as a last resort in extreme circumstances and when all other methods have been deployed where a member of staff is confident, comfortable and safe to do so. Staff should never use more force than is necessary. The reason for the use of physical intervention or restraint is to keep people safe:

- to prevent a student from injuring themselves, other students or staff
- to prevent serious damage to property

12. Other Sanctions/Conditions to be Met (Restorative Practice)

WCUC will seek to use Restorative Practice measures, when possible and appropriate, to help address conflict, build a student's understanding of the real impact of their actions and to take responsibility and make amends. In all cases a single option or combination of options can be imposed as appropriate.

The following may be appropriate to use within the above disciplinary framework:

- **Compensation** – the student is required to pay a reasonable sum to the College or third party by way of compensation for identified and quantified loss or damage.
- **Requirement to perform unpaid services** – the student is required to perform unpaid services for the College up to a maximum of 30 hours.
- **Restorative justice** – if appropriate, the student will have one or more mediated sessions with any individuals who have experienced negative consequences as a result of the student's misconduct. This will provide the student with an opportunity to make reparation for harm caused. Mediated sessions will be arranged with an appropriate mediator.

- **Loss of privileges** – a student may temporarily lose the right to access WCUC amenities (e.g. social events/common room/residential accommodation/use of bar/car park) or be placed under a vehicle ban or withdrawal of financial assistance (16-18 Bursaries) or be required to step down from a position of responsibility.

13. Residential and Work-Based Students whilst in the Workplace

It should be noted that circumstances (such as offsite trips) will occur where it may not be possible to fully employ the disciplinary framework as it is described within these procedures and staff will be expected to use their judgement to stay as close as is possible to the process.

At the Lackham or Salisbury Campus, where misconduct occurs, it will depend upon the nature and severity of the misconduct as to whether the Executive Director, Lackham and Chippenham, Head of Land Based or the Residential Accommodation Manager deals with the situation.

In the case of Work-Based Students/Apprentices, the initial referral will be to the Assessor, with further referral to the HoF/DH. If the student is 16-18 the parent and employer will be informed, if aged 19+ the employer only. The HoF/DH, in consultation with the employer, will decide the correct action to take in relation to these procedures and the employer's own policies/procedures.

14. Associated Documents (Linked Policies)

- Admissions Policy
- Safeguarding Policy (including Prevent Procedure)
- Acceptable Use Policy
- Anti-Bullying Procedure
- Health & Safety Policy
- Information Systems Acceptable Use Policy (Student)
- Attendance and Punctuality Policy
- Equality Diversity Policy and Procedure
- Fitness to Study and Reside Procedure
- Search Screen Confiscate Policy
- Substance Misuse Policy and Procedure (Student)

15. Equality Statement

Wiltshire College and University Centre strives to ensure equality of opportunity for all students, local people and the workforce. As an employer and a provider of education, the College aims to ensure that none are placed at a disadvantage as a result of its policies and procedures. It is intended that this policy is fair to all. Where any part could potentially lead to unequal outcomes, the policy then justifies why this is a proportionate means of achieving a legitimate aim.

16. Policy Review and Ownership

This policy will be reviewed and amended as required, and at least every two years, by the policy owner – Head of Safeguarding. The document is managed by the Curriculum and Customer Support Team Leader.

Appendix A

Student Code of Conduct

Student “We Are Ready...For Learning”.

We want you to be safe and supported whilst studying at Wiltshire College and University Centre.

Like the communities we live in, we need to work together to be successful and live within our fundamental British values. By agreeing to this we can all promote a safe and respectful environment in which the rights and responsibilities of individuals can be met.

Respectful – We respect other learners right to learn, ensuring each student has an equal opportunity to be educated. It is the responsibility of all to show respect for the College, including students, staff, property and the College reputation.

Collaborative – We engage with college staff and other students to develop forward direction and action on a collaborative basis. Actively work with each other and with College staff in an active group learning environment.

Curious – To have an open mindset to seek and understand different viewpoints, backgrounds and cultures and actively model and open an inquisitive attitude to seek new knowledge by engaging with conversations.

As an enrolled student at college, you must read and abide by this Code of Conduct.

	You will:	✓	We will:	✓
1	Attend all timetabled sessions including PSD, curriculum programme, examinations and maths and English. You will arrive in good time and be ready to start learning.		Attend all timetabled sessions and arrive on good time, ready to start educating.	
2	Arrive to all sessions prepared to learn including all the necessary equipment such as PPE or stationery.		Have all the necessary resources to deliver your sessions.	
3	Always wear your Student Lanyard, so it is visible.		Always wear our Staff Lanyard, so we are easily identifiable.	
4	Call the absence line if you are ill.		Contact you when you are absent so that you are able to continue with your learning.	
5	Complete your work, submit it on time and achieve your agreed targets to the best of your ability.		Provide feedback on your work, return it within a reasonable time and set you achievable targets.	
7	Make the full use of your learning support, if it has been recommended, to help you achieve your goals		Provide learning support if it is appropriate to help you achieve your goals.	
8	Use the support services that the college provide such as Learning Resource Centre, Wellbeing and Counselling, Student Assistance Programme, seeking help when you need it.		Provide student support services when you need help.	
9	Not use your mobile phone during lessons, unless instructed to do so as part of the session.		Not use our mobile phone during lessons.	

10	Dress in a way that does not cause offence and is in keeping with health and safety and the expected dress code in professional working environments.		Dress appropriately and in accordance with the Staff Code of Conduct.	
11	Be respectful to other students, staff and visitors to the College including their property and College property.		Be respectful to students, other staff and visitors to the College including their property and College property.	
12	Follow all campus guidelines and rules to ensure that you have a safe College environment. Rules may change during the year, so it is important that you follow the guidance that is always on display as directed by College staff.		Follow all campus guidelines and rules to ensure that you have a safe College environment. Rules may change during the year, so it is important that you follow the guidance that is always on display as directed by other staff.	
13	Follow College health & safety procedures and report any accidents or dangerous situations immediately		Follow College health & safety procedures and report any accidents or dangerous situations immediately	
14	Smoke only in the designated outside areas. This includes e-cigarettes and vaping.		Smoke only in the designated outside areas. This includes e-cigarettes and vaping.	
15	Keep to the speed limit when driving on the College sites and park in designated spaces accordingly. Not to ride on e-scooters on college Premises.		Keep to the speed limit when driving on the College sites and park in designated spaces only.	
16	Act appropriately and professionally both on campus or when on a college related activity for example a trip or work placement.		We will maintain a supportive environment by recognising positive behaviours and offer appropriate support and guidance to all students.	

General Information

Bursary Enquiries bursaries@wiltshire.ac.uk	Bursaries Wiltshire College & University Centre
Travel Enquiries via reception (by appointment only)	Travelling to College Wiltshire College & University Centre
Canteen facilities	Food and Drink (sharepoint.com)
Location of toilets	Floor Plans (sharepoint.com)
Wi-Fi Access	Connecting to Wiltshire College Wi-Fi (sharepoint.com)
Careers support/advice	Careers - Home (sharepoint.com)

QR code for We Are Wiltshire app

Appendix B

Examples of Conduct Concerns

Examples (but not limited to) of Conduct Concerns;

<p>Informal Stage</p> <p>Low level bullying or harassment including cyber-bullying Use of inappropriate language that is disrespectful, offends or may be discriminatory in its nature Minor instances of inappropriate or disruptive behaviour which affects the learning of others (behaviour which solely affects a students' own learning will be managed through the College's Student Performance policy) Smoking in a non-smoking area Dangerous driving in College car parks and on access roads Encouraging others to misbehave Rudeness and non-co-operation with any member of staff Laying hands on another student/ minor aggressive outburst Sustained inappropriate behaviour which affects the learning of others Unacceptable disruption of others' learning</p> <p>This list is not exhaustive and is intended to provide examples only. Context and nature of the student profile will be considered.</p>
<p>Formal Stage</p> <p>Sustained bullying or harassment including cyber-bullying Behaviour or language which is deemed as a serious threat of harm Vandalism or damage to College property Blatant refusal to follow instructions from a member of staff and/ or refusal to show their ID Allegation of being in possession of cannabis or similar Suspicion of being under the influence of drink or drugs Assault Gambling on College premises Health and Safety breaches that impact on the safety of others The use, possession, exchange or selling of controlled drugs, solvent abuse or legal highs on any part of the campus Reckless or dangerous behaviour Theft Plagiarism or cheating</p> <p>Bringing the College into disrepute</p> <p>Making malicious or false allegations or complaints Providing false or misleading information on an application or enrolment form or any formal College documentation (both paper and electronic)</p> <p>Unacceptable use of electronic devices to record sound/images without individuals' knowledge and/or permission</p> <p>This list is not exhaustive and is intended to provide examples only. Context and nature of the Student will be considered.</p>

Examples (but not limited to) of Gross Misconduct

<p>Promotion of or recruitment to an organisation which is linked to violent extremist behaviour</p> <p>Theft or unauthorised possession of any property or facilities belonging to the College or any member of staff or a student</p>

Serious damage deliberately sustained to the property of the College, students, staff or members of the public including graffiti or vandalism on/ away from College property

Persistent actions which prevent other members of the College community from working or studying

Deliberate falsification of College documentation or records

Serious negligence which causes unacceptable loss, damage or injury

Violent, dangerous, abusive or intimidatory conduct including carrying or use of weapons towards staff, visitors, fellow students or members of the public

Deliberate violation of the College's rules and procedures concerning Health and Safety

Incapacity owing to the consumption of alcohol or misuse of drugs (any prescribed medical treatment or condition will be taken into account when determining what action is appropriate)

Serious misuse of College property or equipment, including use of photocopiers, phones and other IT equipment for personal purposes without prior agreement including using College computers or IT facilities to send abusive, scandalous, obscene or defamatory communications of any kind to any member of the College Community or any member of the public including e-mail, on the internet or any other media.

Bullying or Harassment, victimisation or discrimination against another student or staff member or visitor on any grounds, including age, disability, ethnic origin, gender, sexual orientation, marital status, religion or belief

A criminal offence which may adversely affect the College's reputation or the student's suitability to continue on the course, e.g. the supply or purchase of illegal substances

Repeated serious breaches of the Code of Conduct.

Any actions, such as criminal behaviour, in or out of College, which, according to the Senior Leadership Team, may bring the College into disrepute.

Carrying, threatening to use, or using an offensive weapon, or bringing potential or imitation weapons into the College, or within the immediate vicinity of the College, or being involved in, threatening to use, or using an offensive weapon, or imitation weapons outside College.

This is not a complete list but is included as illustration of behaviours or actions that fall within the definition. Context and nature of the Student will be considered.

Examples and Expectations of Positive Student Behaviours

We foster an atmosphere of mutual respect developing a creative and supportive learning environment in which students can thrive. We therefore ask that everyone acts as responsible, active citizens and demonstrates a positive attitude towards learning and work while attending College.

To maintain this ethos we expect all students to:

Respect the College Community

Value people equally respecting our democratic values of freedom of speech, appreciation of different beliefs, the rule of law and individual liberty and be kind, hard-working, respectful and polite at all times.

Respect the rights of others and behave in a professional and mature manner, having due regard for all the other members of the College community and visitors. Considerate behaviour in the local area outside the College is also expected.

Play an active role in the College community by giving their views and opinions in a constructive manner and take opportunities offered to contribute to the learner voice process.

Work co-operatively with all College staff and carry out instructions and requests when asked to do so. This includes times when they are required to participate or engage with subject/course content which challenges opinions or views.

Work co-operatively with other students, in and out of class, dressing appropriately for a learning environment.

Participate in College activities beyond those included in the programme of study.

Refuse to take part in behaviour that degrades others and report bullying or inappropriate behaviour.

Do not knowingly make malicious or false complaints against another individual or the College.

Take pride in the College – keep all areas clean, tidy and free from litter. This includes not eating or drinking (except bottled water) within the College, except for within the designated eating areas.

Do not cause damage to any College property for example, by acts of graffiti or vandalism.

Broadcast or publish information about the College or members of the College Community, in print, electronically, or via social or other media only with the express prior approval of the College or the relevant members of the College Community.

Have due regard to, and a shared responsibility for, the public image of the College.

Accept that the receipts of any allowances, grants, sponsorship funds or support funds are dependent on regular and actual attendance, and satisfactory completion of class and homework. For many students this means compulsory Maths and English, which they must complete to the very best of their ability.

Stay safe and help to keep others safe.

Provide accurate and up to date contact details for students and next of kin (full name, address, contact telephone number/s,) at enrolment and ensure these are kept up to date.

Make sure ID badges and lanyards are worn and visible at all times while at College and shown if asked by any member of staff. This is very important for security reasons. Do not allow anyone else to use your ID badge. Remove hats or head coverings, other than those worn for religious reasons, while on College premises. Again, this is very important for security reasons.

Do not smoke, including e-cigarettes, anywhere inside or immediately outside the College. Only smoke within the designated areas.

Follow Health & Safety instructions including those particular to COVID-19 and areas such as workshops, science laboratories, salons and the student common room.

Follow the College fire evacuation procedures in the event of the fire alarm sounding.

In certain circumstances, the College may request students to empty pockets and bags, and may search these items.

Ensure online safety by accessing the internet only for educational purposes including downloading materials relevant only to the programme of study.

Students who have concerns about their own safety, or that of any other student, should speak to their PSD tutor or curriculum teacher. This includes concerns about extremism or radicalisation.

Achieve the best possible grade and enable others to do the same.

Take responsibility for learning by ensuring regular communication with teaching and PSD staff and by taking full part in induction, PDS session and progress reviews.

Attend all classes and be punctual for all classes bringing essential equipment such as pens and paper, and wearing the appropriate uniform/personal equipment, as required for the course. Coats/jackets/ gloves should be removed whilst in lessons.

Respect the fact that College commitments generally take precedence over other activities during the College day. Personal appointments such as doctors, dentists, driving lessons must, as far as possible, be made outside these times.

Participate in all learning activities and make learning successful for everyone by behaving in a way that promotes a cooperative, positive and productive learning environment.

Ensure all assessments are completed and take responsibility for making up any work missed through absence. Always meet the deadlines set and attend all exams on time.

Seek help when needed and take up the support offered.

Keep mobile phones and personal devices on silent and in bags/pockets when in classrooms, studios, workshops and any other learning areas (this includes removing headsets/earphones) unless otherwise directed to do so.

Use ProMonitor or equivalent to record progress, achievements and future plans regularly by setting and reviewing SMART learning targets.

Check College email accounts regularly and at least once a week in term time.

Make learning successful by being a reflective, cooperative and collaborative learner. The College will use the staged process of the Positive Behaviour Policy with students who struggle to meet these expectations.

Appendix C

Restorative Approach Strategy

At the heart of the restorative practice approach is the intention to resolve conflict that occurs between people through a peaceful and fair process in which all parties are heard and respected.

We believe all students should understand that it is the responsibility of staff, students and members of the College community to uphold and maintain our College values of peace, responsibility, respect, thoughtfulness, resilience, friendship, empathy, hope, determination, fairness, and perseverance.

The College will:

- Provide a safe learning environment for students and staff to work in with facilities and support that meet needs.
- Support positive behaviour from all members of the College Community through rewards and recognition, setting high standards and expectations, role modelling, challenging negative behaviours, and swift and decisive action to tackle unacceptable behaviour.
- Value people equally, respecting the democratic values of freedom of speech, appreciation of different beliefs, the rule of law and individual liberty and is kind, hard- working, respectful and polite at all times.
- Give students clear, accurate and fair information, advice, guidance and support to help them choose a programme of study and include clear information about fees and financial support including bursaries.
- Promote good learning behaviour and provide teaching, learning and assessment opportunities that are challenging and motivating, enabling students to make good progress and achieve well.
- Give students a good start to their studies with the College through an induction programme and then provide ongoing support by giving clear targets and monitoring progress.
- Provide learning resources and support which meet students' needs.
- Ensure that assessments and progress reviews are fair, clear, regular and positive.
- Give regular and punctual feedback on learning, verbally and in writing on students' work and in ProMonitor.
- Provide students with access to a range of College activities, the development of employability experiences and skills, and access to careers advice, including university admissions advice services, during their programme of study.
- Continually aim to improve student experiences and will do this based on student feedback from surveys, focus groups and class representative meetings.

On occasions when these values are not being respected, we use restorative approaches as outlined in this policy to help the student understand the impact of their actions and how to resolve it.

We believe that by using this Restorative Approach we are giving students the skills to independently take responsibility for their behaviour and make more informed choices in the future.

Restorative approaches encourage students to think about how their behaviour affects others, both students and staff. It helps young people to develop the values of respect, responsibility, peace, thoughtfulness, friendship, empathy, hope, and fairness.

If a student in our College has been negatively affected by someone, WCUC will ensure that each young person reserves right to be heard, is respected and the situation is resolved fairly. Our job is to teach the students that we have met their individual learning needs including challenging negative behaviours.

If a student has done something wrong, they will be asked to recognise the impact their behaviour has had on others and suggest a solution to resolve the situation and prevent reoccurrence in the future.

Our students say that they prefer the Restorative Approach as it allows all parties to have their right to be heard respected.

When our students find themselves in conflict or upset, we will ask them:

- What happened?
- What were you thinking or feeling when it happened?
- What needs to happen to put this right?
- What would you do differently next time?

We might also say to our students:

- What would you think or feel if this happened to you?
- What are you willing to admit to?
- How can we put this right?
- What could you do differently next time?
- What other choice could you have made?
- How could you make sure what happened doesn't happen again?

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to resolve the situation fairly. If someone has done something wrong, we expect them to take responsibility for their actions and suggest a way to resolve the problem or upset that their behaviour has caused.

We aim to reduce exclusions, disruptive behaviour, conflict, bullying, low level disruption and improve/develop learning, attendance, outcomes, honesty, responsibility, accountability, empathy, emotional literacy, conflict resolution skills, positive learning behaviour, positive learning environment and independence.



