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## Bury College Policy and Procedures

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# Student Behaviour Policy & Procedures (Incorporating the Bullying and Harassment Policy)

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## **Student Behaviour – Policy Statement**

### **Bury College is committed to:**

- Providing a safe, secure and caring learning environment in which all individuals have the right to be respected and the opportunity to study and work without interference from others.
- Carrying out its duty of care to students and staff.
- Preserving its reputation, maintaining its standards and values, creating an ethos of respect and achievement.
- Ensuring that all alleged cases of gross misconduct, as defined in this policy, are investigated thoroughly within the resources and means available to the College and that students who go through the College's Disciplinary Procedure receive fair and consistent treatment and access to an appeals procedure.

### **To enable the fulfilment of this commitment:**

#### **Students are required to:**

- Respect the rights of all members of the College community, visitors and people they come into contact with as part of their studies.
- Work purposefully towards their identified learning goals.
- Behave in a responsible manner and show respect to others.
- Comply with the College Regulations as detailed in the Student Contract, Health & Safety Contract and Computer Users Contract.

#### **All members of staff are required to:**

- Behaviour is every member of staff's responsibility
- Promote the above expectations to students.
- Implement the 'Be Ready to Learn', 'Our College Our Community Our Conduct' and 'Respect Policy' standards across the campus.
- Treat all students consistently, fairly and with respect.
- Challenge unacceptable behaviour and all forms of bullying whenever and wherever they encounter it in the College or become aware of it.
- In order to manage the early identification and intervention for students, every tutor will need to take responsibility for their students and implement this process
- Call upon specialist support staff and services and make use of the Pastoral Support System and Disciplinary Procedure as appropriate.
- Tutors should reiterate behaviour expectations in lessons consistently and address consistently

#### **Heads of Curriculum**

- Ensure that AT Risk meetings take place on a weekly basis for every team
- Ensure pastoral managers are invited
- Ensure that each group has a group tutor and the caseload is managed fairly
- Ensure that at the meetings the distribution of actions is distributed fairly

- Ensure that tutors have followed up actions to support students
- Work with Director of Personal Development to establish a package of support for tutors to manage behaviour effectively
- Ensure that tutors follow all process consistently

## **1. Scope**

1.1. The behaviour requirements of Students outlined in this document apply to all students and apprentices of the College, whether full or part-time, irrespective of whether their course or programme of study is validated by or associated with any other institution, and irrespective of their age. For the purpose of this policy the term 'student' refers to anyone studying at the college including apprentices.

1.2. The procedures outlined in this document will be followed and the sanctions outlined applied in relation to behaviour and incidents occurring in College or in close proximity to it, away from college on study related activities or where reputational damage may take place. However, the College reserves the right to follow the outlined procedures and apply the outlined sanctions with regard to behaviour and incidents occurring away from College but involving College students, if it is considered that failure to do so will result in the possibility of further incidents occurring in College or the learning of one or more students being adversely affected.

1.3. The behaviour requirements of students outlined in this document apply to students taking part in out of College activities such as work experience placements, educational visits and residential activities but additional behaviour requirements specific to the activity may apply.

1.4. The College is working to civil law and in the case of alleged criminal offences the College is not bound by the results of any criminal proceedings against students.

## **2. Obligations of Students in College**

2.1. The obligations of students while at College are summarised in the College Regulations, which are to be found on the Student Portal.

2.2. On commencement of their studies at Bury College, all students are required to sign an Enrolment Form, which confirms they have read and agreed to accept and abide by the College Regulations, Health and Safety Contract and Computer Users' Contract and through them, implicitly, the conditions and spirit of College membership. These documents are available via the Student Portal.

2.3. In signing the enrolment form the students confirm they have read the contracts referred to in 2.2. above, students agree and accept that any breach of the contracts may result in the College's Disciplinary Procedure being applied.

### 3. Classification of Behaviour Which Will Lead to Disciplinary Action Being Taken by the College

3.1. All behaviour that is liable to expose the student to disciplinary action by the College is classified as **poor performance, misconduct** or **gross misconduct**.

3.2. **Poor performance** covers persistent absence, unexplained or unsatisfactorily explained absence, lateness, late submission or non-submission of work, not fully engaging in lessons and not meeting 'Be Ready to Learn' expectations.

3.3 **Misconduct** covers any behaviour that is in breach of the student code of conduct. Any behaviours that cannot be addressed through the respect policy. Behaviours that disrupt the learning of the student or other students.

3.3. Isolated instances of **poor performance** and **misconduct** will not automatically trigger the Disciplinary Procedure as lecturers and other members of the College staff will address these isolated instances using the Pastoral Support System with the individual student or students involved, informally, as they occur or as the opportunity to address them occurs, but without recourse to the Disciplinary Procedure.

3.4. When poor performance is repeated despite informal intervention, the member of staff who is dealing with the matter should record *on ProMonitor*, using the meeting slot Cause for Concern. The Personal Tutor will deal with the matter with the student, in the case of full-time students. Concerns regarding, HE students should be sent via *ProMonitor* to the Programme Leader. Concerns regarding apprentices should be sent to the Learning and Skills Coach.

3.5. The *Cause for Concern (via ProMonitor)* referred to in 3.4 puts the issue or incident officially on record and the number of *concerns* accumulated by an individual and the issues to which they refer may be taken into consideration at any future disciplinary hearing.

3.6. Once a member of staff receives an e-mail alerting them to a *Cause for Concern* about one of their students, they are required to discuss with the student the issue raised or behaviour described in it by the sender. If, considering the circumstances, they conclude that the student has a case to answer, they will agree with the student a course of action, which will be recorded in *ProMonitor* as a follow-up comment. An automatic email is sent to the sender of the original concern enabling direct access to *ProMonitor* and follow-up comments which inform them that the matter has been dealt with and SMART targets have been agreed.

3.7. Failure by the student to address the poor performance issues outlined in the meeting with the Tutor will result in the moving up the stages of the disciplinary process.

### 3.8. Gross Misconduct includes:

- Assault or violent behaviour
- Threatening, aggressive, abusive or anti-social behaviour – physical or verbal directed at other students and staff
- Offensive language or hate speech relating to race, religion, ethnic origin, national origin, sex, disability, sexual orientation and gender identity
- Bullying or harassment in any form, either physically, verbally or cyber bullying through messages or images transmitted electronically or through social media
- Inappropriate sexual behaviour
- Theft
- Vandalism of college property, equipment or resources.
- Exam malpractice – a breach of regulations in the course of any examination or assessment
- Fraud – falsifying information and forging signatures
- Exam malpractice - cheating in examinations, plagiarising coursework, forging signatures, falsifying information
- Bringing into College anything that can be used as an offensive weapon
- Drug or substance abuse – dealing, being in possession, coming into College under the influence, smelling of drugs, in possession of drug paraphernalia
- Alcohol abuse – being in possession or under the influence of alcohol
- Refusing to comply with College search procedure
- Breach of College ID policy and procedures
- Dangerous or irresponsible behaviour which causes a major health and safety risk
- Accessing another person's computer network account, hacking of any description or gaining unauthorised access to data in any system or computer
- Persistent misconduct or poor performance
- Not following the college complaints procedure to report concerns about the college course
- Sharing of images of any student or staff member whilst in college
- Taking screen shots of the tutor or other students whilst in class
- Behaviour that brings that damages the colleges reputation
- Not following the colleges official complaints procedure
- Any other unacceptable behaviour

## 4. Sanctions and the Disciplinary Procedure

### 4.1 6 Week Review Period

All Students are subject to a 6 week review period to ensure that students have enrolled on the right course, at the right level to achieve their goals and prepare them for work and life in modern Britain, we offer every young person this period to make sure that they have made the right decision.

Throughout the 6 week period the following will be reviewed against the college expectations:

- Attendance to all aspects of their study programme (vocational study, English and Maths as appropriate)
- Punctuality to all lessons
- Has completed at least 1 assessment or task to a good standard and handed in before the deadline
- Has not received any causes for concern or disciplinary action
- Demonstrates commitment to the programme and is engaged in all aspects of learning, including enrichment and Student voice
- Always brings the required materials to learn. This can be pens and paper, Personal Protective Equipment, Maths equipment etc.

Where a student is not meeting expectations based on the review criteria, a meeting/Phone call **must** be arranged with the Student and appropriate parents/guardians (any other relevant parties e.g. Learning Support). A clear rationale should be provided as to why they are not meeting expectations and SMART Targets should be provided detailing what they need to do to improve.

Where learning support is involved or the student has an additional need, the learning support team should be consulted prior to the meeting and invited where necessary.

The SMART Targets should be considered daily by all staff in contact with the student. If there is no improvement a further meeting needs to be arranged to review the students progress, reiterate expectations and review the support the student has. At this meeting parents and the students should be informed that if substantial progress is not made, the student is at risk of not be able to continue on the program (These meeting should be held by HOC's).

Where a student is unable to make progress towards the expectations with the support put in place, a meeting should take place with the HOC, Curriculum Director and the Director for Personal development to consider whether or not all support aspects have been considered. If it is deemed that the student has not made sufficient progress then a final meeting should be arranged with the student and Parents Guardians/ Carers to discuss other alternatives either within the college or externally. Students should then be referred to the information and guidance team, the team should be provided with all information regarding the reasons that the student has been referred.

- 6 Week review flow chart
- 1<sup>st</sup> Warning
- 2<sup>nd</sup> Warning
- 3<sup>rd</sup> Warning

See Appendix 2 for the process



## **Disciplinary Process used after the first 6 weeks with the exception of gross misconduct**

To ensure effective implementation of the Disciplinary process it is essential that all staff follow the correct processes and procedures at each stage of the process.

The Director of Personal Development has the overview of the entire process and can be consulted at any stage if there is any confusion about how the processes should be applied, and **MUST** be involved in all aspects of the formal part of the disciplinary process at stage 4 to ensure a consistent approach.

The Tutors will play a key role in supporting the disciplinary process, particularly in the informal stages, but a member of the vocational team should always be involved, and English and Maths staff where necessary.

At each stage of the disciplinary process, checks **must** be made with Learning Support to see if a student has an identified learning difficulty and/or disability so that support can be offered either in the meetings or with the interventions identified.

### **Stages of the disciplinary process (Appendix 3)**

- Stage One
- Stage Two
- Stage Three
- Stage Four/Gross misconduct

**\*Please note any inappropriate behaviour can be dealt with at any stage.**

The disciplinary process does not have to start at a cause for concern and work through the stages. If the behaviour warrants it can move straight to stage one, two or three and if the behaviour constitutes Gross Misconduct then the process begins at stage four, often with a suspension. If in doubt as to the stage needed please contact either the Director of Personal Development. A student can have more than one disciplinary process running. For example, a student on a stage three for a serious breach requires action for poor attendance. These can be dealt with separately rather than escalating to a stage four.

### **Failure to attend a disciplinary meeting;**

- At any stage failure to attend will result in a second meeting being arranged at the next level
- Failure to attend a stage four disciplinary may result in the hearing being held and a decision made about the incident in the absence of the student. This may include a decision to exclude.

## **Concern notes – At risk**

Where there has been low-level breach of the Code of Conduct, as outlined in section one, the first stage of the process is to issue an “At risk” warning. Anyone can issue a Cause for Concern.

- The member of staff dealing with the student will tell them that the behaviour is unacceptable and that they are creating a concern note and this will be sent to their tutor and Progress Coach
- A concern note can be found on Pro Monitor and should be recorded on the student profile and should be marked ‘FAO all staff’
- An informal discussion should be held with the student explaining why the Cause for Concern has been issued, checking that the behaviour was dealt with and where appropriate will issue clear guidance for improvement. If needed, an action plan with SMART targets to improve will be issued (see AT RISK guidance for examples) arrangements made for any intervention to support this. This will also be recorded on Pro Monitor – **Discussion – Expectation – Action**
- A student may receive up to three concern notes before the matter is escalated to a formal Stage One Disciplinary
- The Cause for Concern stage is an opportunity to begin dialogue with a student and engage them in seeing why the behaviour is inappropriate; ensuring that they understand support is available if they need it, and encouraging them to take responsibility for their actions. The following restorative questioning technique will support this:
  - Tell me about it
  - What were you thinking about at the time
  - What have you thought about it since
  - Who was affected and how were they affected
  - What are you going to do to put this right
  - How are we going to fix it

This approach can be used at all levels

**Note** If a student has no parental support, an advocate should be provided

**Note** ALS must be in attendance for EHCP or SEND to ensure reasonable adjustments have been made under the Equality Act and SEND Code of practice

### **Stage one disciplinary:**

A Stage 1 disciplinary is a formal interview will be held with the student, Personal Tutor/Progress Coach or designated team member to hear what the student has to say. A check should be made to ascertain whether or not the student has a learning difficulty and/or disability, and whether or not a representative from Learning Support Team would be needed at the meeting. Also, checks should be made to see if there are any other influencing factors outlined in Sections 1.

The parents/ guardian or representative for 16-18 students should be invited. If it is agreed that sanctions are required the student should be issued with a **verbal warning** and an action plan with SMART targets to improve.

- A phone call should be made to the parents/guardian detailing the outcome of the meeting
- A letter should be sent to the student and parents confirming the verbal warning
- All documentation should then be recorded on Pro Monitor by the Personal Tutor/Progress Coach
- The Personal Tutor/Progress Coach and curriculum teams should monitor the actions within any agreed timescales and report back to the Head of Curriculum.
- If, when the SMART targets are reviewed, there is still no improvement, or further recurrence of misconduct, a referral should be made for a **Stage 2** disciplinary.

### **Stage two disciplinary:**

Once a student reaches stage 2 of the process the Head of Curriculum should be involved to ensure that at this stage we have consistency of approach.

- A Stage 2 disciplinary is a formal interview held with the student. This will be dealt with by the Head of Curriculum to hear what the student has to say. A check should be made to ascertain whether or not the student has a learning difficulty and/ or disability, and whether or not a representative from Learning Support Team would be needed at the meeting. Also, checks should be made to see if there are any other influencing factors outlined in Sections 1. The parents/guardian or representative for 16-18 students should be invited. If it is agreed that sanctions are required then the student should be issued with a **written warning** and an action plan with SMART targets to improve as identified by the Head of Curriculum. This, and the meeting notes, should be recorded on Pro Monitor and a letter containing the written warning and the expectations sent to parents for all 16-18 students. All documentation should be recorded on Pro Monitor by the Head of Curriculum
- A letter should be sent to the student and parents confirming the written warning
- The Personal Tutor/Progress Coach and curriculum team should monitor the actions within any agreed timescales and report back to the HOC
- If, when the SMART targets are reviewed, there is still no improvement a referral should be made for a **Stage 3** disciplinary.

NB: Letters to parents and students through each of stages 1-2 would normally be arranged through Curriculum Admin.

### **Stage three disciplinary:**

Once a student reaches stage 3 of the process the Pastoral Manager and Director of Curriculum should be involved to ensure that at this stage we have consistency of approach, particularly in defining the boundary between a stage three and stage four.

- A Stage 3 disciplinary is a formal interview held with the student. This will be dealt with by the Pastoral Manager and Director of Curriculum to hear what the student has to say. A check should be made to ascertain whether or not the student has a learning difficulty and/ or disability, and whether or not a representative from Learning Support Team would be needed at the meeting. Also, checks should be made to see if there are any other influencing factors

outlined in Sections 1. The parents/guardian or representative for 16-18 students should be invited. If it is agreed that sanctions are required then the student should be issued with a **further written warning** and an action plan with SMART targets to improve as identified by the Pastoral Manager. This, and the meeting notes, should be recorded on Pro Monitor and a letter containing the written warning and the expectations sent to parents for all 16-18 students. All documentation should be recorded on Pro Monitor by the Pastoral Manager

- A letter should be sent to the student and parents confirming the further written warning
- The Personal Tutor/Progress Coach and curriculum team should monitor the actions within any agreed timescales and report back to the Pastoral Manager
- If, when the SMART targets are reviewed, there is still no improvement a referral should be made for a **Stage 4** disciplinary.

#### **Stage four disciplinary/ gross misconduct:**

If the decision is taken to escalate to a stage 4 or the student has committed Gross Misconduct the hearing must be heard by the Director of Personal Development and the Director of Curriculum, or a nominated representative. Parents/guardians or representatives for 16-18 students should be invited. A check should be made to ascertain whether or not the student has a learning difficulty and/ or disability, and whether or not a representative from Learning Support would be needed at the meeting. Checks should also be made to see if there are any other influencing factors outlined in Sections 1.

- Depending on the outcome of the meeting the student may be permanently excluded, or given a further Final Written Warning with very tight SMART targets to improve or removal from class and referral to the PLC for completion.
- The Personalised Learning Centre (PLC) offers students a final chance to complete their studies when they need to be withdrawn from the main programme following the disciplinary process. The decision to offer completion in the PLC is entirely at the discretion of the manager chairing the stage four meeting.
- Admin will arrange for letters to go to students and parents with details of the final outcome of the stage four process
- If the student is allowed back into college with a SMART action plan this will be monitored and reviewed by the Pastoral Manager and reported back to the Head of Curriculum
- If when the targets are reviewed there is still no improvement the matter should be referred back to the Chair of the disciplinary meeting for a decision regarding whether or not the student should continue in college.

4.1. The sanctions available within the Disciplinary Procedure are:

- The requirement to follow work towards agree targets
- Temporary exclusion from College
- Final Written Warning
- Permanent exclusion from College.

4.2. The College operates an At risk system to identify, monitor and support closely students with ongoing behaviour, attendance or academic performance concerns. It is also used for single acts of misconduct or gross misconduct.

4.3. The At risk system is designed to monitor closely students placed on contracts and to support them in acquiring the habits, routines and behaviours necessary to study effectively in order to achieve their qualification aim/s and develop appropriate employability skills to progress into a positive destination.

4.4. There are four levels of disciplinary

<b>Contract Level</b>	<b>Issued By</b>	<b>Reason and Stage</b>
At Risk Review period?	Pastoral Manager	<p>To provide support over the first six weeks as a condition of re-enrolment for students:</p> <ul style="list-style-type: none"> <li>• who did not successfully complete their last course</li> <li>• with show poor early engagement immediately following enrolment</li> <li>• have transferred from another institution</li> </ul> <p>Meetings to take place with student and parents/ Guardians and carers where the students is not meeting expectations 'Be Ready To Learn'</p> <p>Throughout the 6 week period the structure is</p> <p>At risk meeting 1 At risk Meeting 2 At risk meeting 3</p> <p>The outcome of each meeting should include:</p> <p>Targets Support measures Warning issues 1-3 Students who have received a 3<sup>rd</sup> warning should meet with the HOC to discuss the students place on the course</p>
Stage 1	Personal Tutor/Progress Coach	<ul style="list-style-type: none"> <li>• Poor performance (See 3.6.)</li> <li>• Unacceptable behaviour</li> </ul>
Stage 2	Head of Curriculum	<ul style="list-style-type: none"> <li>• Continued poor performance</li> <li>• Misconduct (See 3.7.)</li> </ul>
Stage 3	Curriculum Director & Pastoral Manager	<ul style="list-style-type: none"> <li>• Continued poor performance</li> <li>• Misconduct</li> </ul>
Stage 4	Curriculum Director & Director of Personal Development	<ul style="list-style-type: none"> <li>• Persistent poor performance</li> <li>• Serious misconduct</li> </ul>

Gross misconduct	Director of Personal Development	<ul style="list-style-type: none"> <li>• Gross misconduct – condition of returning to college following a disciplinary hearing</li> <li>• Students that return to college after establishing gross misconduct has taken place will be given a Final Written Warning. If the student is to breach any other conduct that would be considered as gross misconduct, they will be permanently excluded.</li> </ul>
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4.6. When a student under the age of 19 is not meeting expectations, a meeting will be arranged and parent or carer will be invited. They will be asked to come into College to discuss with the Tutor, Head of Curriculum, Pastoral Manager, or Curriculum Director the issues that have led to the student meeting taking place. When an apprentice is placed on a contract the employer will be informed by the Apprenticeship Manager.

4.7. When a student is accused of or considered to have committed gross misconduct they will be immediately suspended whilst the allegation/incident is investigated by a Pastoral Manager. If the Pastoral Manager decides the allegation/incident is potentially gross misconduct a Disciplinary Hearing will be convened. Parents are kept informed by the Pastoral Manager throughout the process.

Suspension is a matter of procedure and does not imply guilt or otherwise. In such a case the Head of Curriculum will make arrangements for the student to work independently at home, if deemed necessary.

Short suspensions are also used to address poor performance where an urgent student/parent meeting is needed.

4.9. The Disciplinary Hearing will be convened by the Director of Personal Development, or in their absence a member of the Leadership Team. The Pastoral Manager for the student will attend the Disciplinary Hearing.

4.10. A student must to be accompanied by a representative and for students under the age of 19 it is expected that this will be a parent or carer. Students with severe learning difficulties or considered to be vulnerable adults would be expected to be represented by a parent or carer up to the age of 25. If this is not possible, the college will provide an advocate to support the student. Apprentices are entitled to also be accompanied by their employer. Advocates should be provided where no parental support is available.

4.11. The Disciplinary Hearing will give the student the opportunity to state their case and will also consider College records such as ProMonitor records, academic reports and attendance data, as appropriate, as well as statements from witnesses and evidence from CCTV cameras and computer records, in compliance with the relevant laws, as appropriate. It will also review commitment and academic progress at college alongside progression towards a career aim.

4.12. Each case will be judged on its own and in its own context. The student should be informed in writing of the outcome within 2 working days of the hearing. There are three possible outcomes from the Disciplinary Hearing:

- Return to College with no further action
- Return to College with agreed targets
- Disciplinary heard at a different level
- Return to College on Final Written Warning
- Temporary or permanent exclusion from College

If the student fails to attend and cannot be contacted, the hearing can go ahead and a decision will be made in their absence.

4.13. If the decision is to exclude temporarily or permanently, it will be made by the Director of Personal Development based on the evidence of the case.

4.14. When a student is temporarily excluded they will be given the earliest date they are able to apply to return to College and details of any conditions they need to meet, for example, successfully completing a Princes Trust personal development programme.

4.15. For students with SEND who may have difficulty following a Disciplinary Hearing, a case conference will be convened. All relevant professionals will be invited to attend the case conference, for example, Social Worker, Key Worker, ALS Manager. The case conference will be chaired by the Curriculum Director responsible for Foundation Learning and Additional Support.

4.16. In certain situations, it may be more appropriate for a case conference to be chaired by another member of the Leadership Team. When this happens, to ensure the Student Behaviour Policy is applied fairly and consistently, the chair will consult with the Director of Personal Development before confirming the outcome.

## **5 Appeals Procedure for Exclusions**

5.1. If the student wishes to appeal against the Disciplinary Hearing decision, they should do so in writing within one calendar week directly to the Principal at the Beacon Centre.

5.2. Upon receipt of an appeal against the decision of a Disciplinary Hearing the Principal will convene an Appeal Hearing within two working weeks. The Appeal Hearing is to determine whether Bury College policies and procedures have been implemented correctly. The student will be entitled to be accompanied by a representative, who in the case of students under 19, should be a parent or carer.

5.3. The decision of the Principal following the Appeal Hearing is final and there are no further opportunities to appeal.

## 6 Power to Discipline

6.1. All members of staff have a duty and responsibility to combat challenging behaviour within College as it occurs and are empowered to take reasonable steps to prevent or stop it. See also Bury College *Safeguarding Young People & Vulnerable Adults Policy and Procedures* document.

6.2. Members of staff are required to report all serious incidents and cases of gross misconduct of which they become aware directly to a Pastoral Manager or member of the Pastoral Team and record as a Comment on ProMonitor.

6.3. It is acceptable, as a legitimate part of their class management, for a tutor to insist that a student takes no further part in a session. However, this option should only be a last resort when the student has continued to be disruptive despite warnings or failed repeatedly to comply with instructions (see Respect Policy). In all such cases the concern should be recorded in *Student Comments on ProMonitor* and marked for the attention of the Personal Tutor and copied to the Pastoral Manager.

6.4. In the case of a student not having the necessary PPE, clothing or equipment to take part in the session, the lecturer should explore all options before excluding the student from the session and in such a case should provide alternative work for the student to do.

6.5. Only Pastoral Managers, the Pastoral Team and members of the Leadership Team have the power to temporarily suspend students from College.

6.6. Only the Director of Personal Development has the power to exclude students permanently from College for gross misconduct (see 4.14 for SEND students).

6.7. Students arriving late to a class should be allowed to enter the class. The lecturer should minimise the disruption that late entry may cause and not challenge the student in front of the class. The register for the class should accurately record the late mark (L) and the number of minutes late. Refusal of entry to a class must not be used as a sanction.

6.8. The Violent Crime Reduction Act 2006 brought in new sections to the Further and Higher Education Act 1992 (section 85b), enabling the searching of students. Searches can be carried out only where there are reasonable grounds for believing that a student is in possession of an offensive weapon. Searches can also be carried out where there are reasonable grounds for believing that a student is in possession of prohibited substances or stolen property. All suspicions or knowledge should be reported immediately to a Pastoral Officer or Pastoral Manager, who will investigate the allegation. If they consider that a search is appropriate they will organise the search and ensure that it is carried out in compliance with the College's search procedure. Refusal to be searched will be treated as gross misconduct.



## **7. Monitoring of Behaviour**

7.1. Behaviour issues are summarised and the numbers of students attending Disciplinary Hearings is reported to the Leadership Team 3 times per year in report

## **8. Arrangements for Out of College Activities**

8.1. Students taking part in out of College activities, including travel on College coaches, are still bound by their Student Contract whilst out of College but are also required to adhere to any instructions given to them and any ground rules agreed at the pre-activity briefing.

8.2. If a student's behaviour is deemed to be in breach of their Student Contract or the instructions given and ground rules agreed for the activity, the activity leader has the authority to impose an appropriate sanction.

8.3. In the case of behavioural incidents on residential trips, the sanction of sending a student home should be applied only after contact has been made with the Curriculum Director and their authorisation given.

8.4. Incidents occurring on trips are dealt with following the Disciplinary Procedure outlined in 4.

## **9. Pastoral System Procedure for Pre-16 Students**

9.1. For 14-16 students the Pre-16 Coordinator takes on the role of Personal Tutor and works with the Pastoral Manager and the Curriculum Director to implement all elements of the Behaviour Policy.

9.2. Where behaviour requirements are not being met the Pre-16 Coordinator will inform the school or centre and, if necessary, the parent or carer.

## **10. Pastoral System Procedure for HE Students**

10.1 For HE students the Programme Leader takes on the role of Personal Tutor and works with the Pastoral Manager and the Curriculum Director to implement all elements of the Behaviour Policy.

## **11 Pastoral System Procedure for Apprentices**

11.1 For apprentices the Learning and Skills Coach takes on the role of Personal Tutor and the Apprenticeship Manager works with the Pastoral Manager and Curriculum Director to implement all elements of the Behaviour Policy.

## 12. Related Documents

- 12.1. Bury College Student Contract
- 12.2. Bury College Student Computer Users' Contract
- 12.3. Bury College Student Health and Safety Contract
- 12.4. Bury College Safeguarding Young People and Vulnerable Adults Policy
- 12.5 Bury College Search Procedures
- 12.6 Bury College ID Policy & Procedures
- 12.7 Violent Crime Reduction Act 2006  
<http://www.legislation.gov.uk/ukpga/2006/38/contents>

Appendix 1 The disciplinary process

Appendix 2 Warnings 1- 3, 6 week review

Appendix 3 Stages 1-4

Appendix 4 Information for HOC's and tutors on preparation for at risk meetings

Appendix 5 Punctuality Strategy

Appendix 6 Guidance to be used where attendance is a concern.

Appendix 7 SMART Target Examples

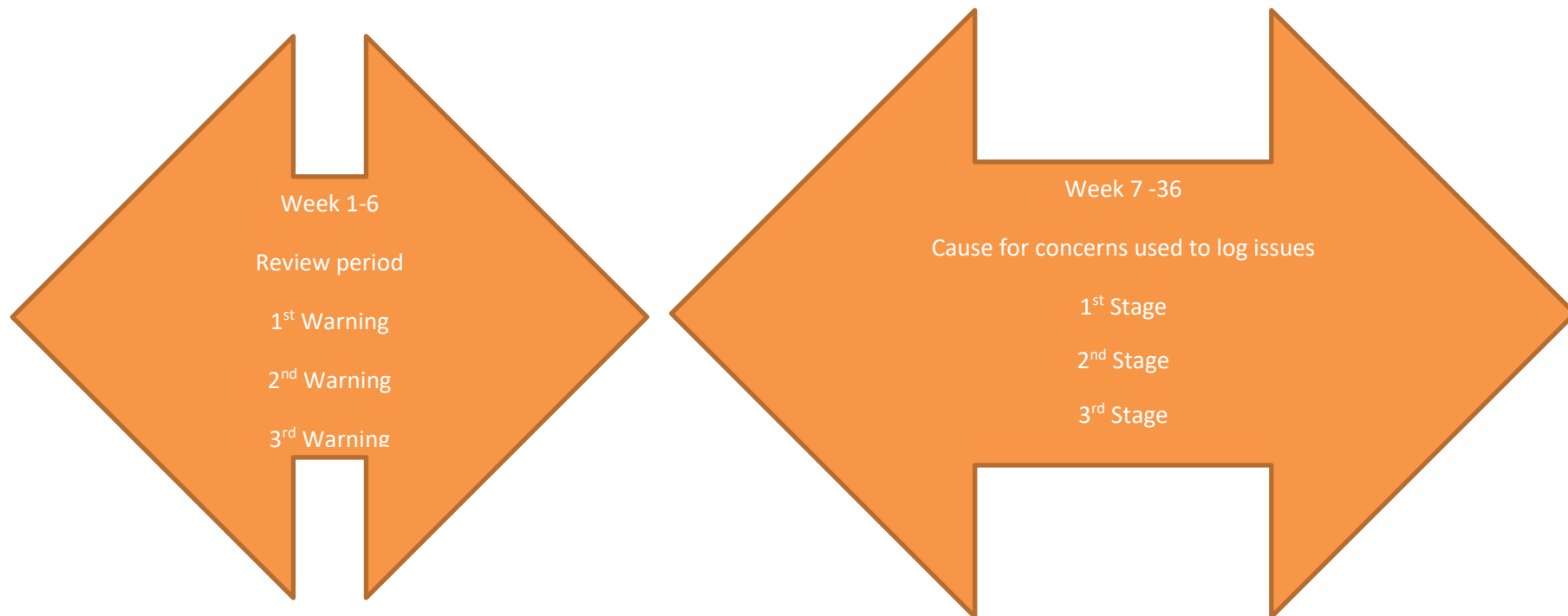
Appendix 8 harassment & bullying policy & procedures

Appendix 9 physical intervention guidance

Appendix 1

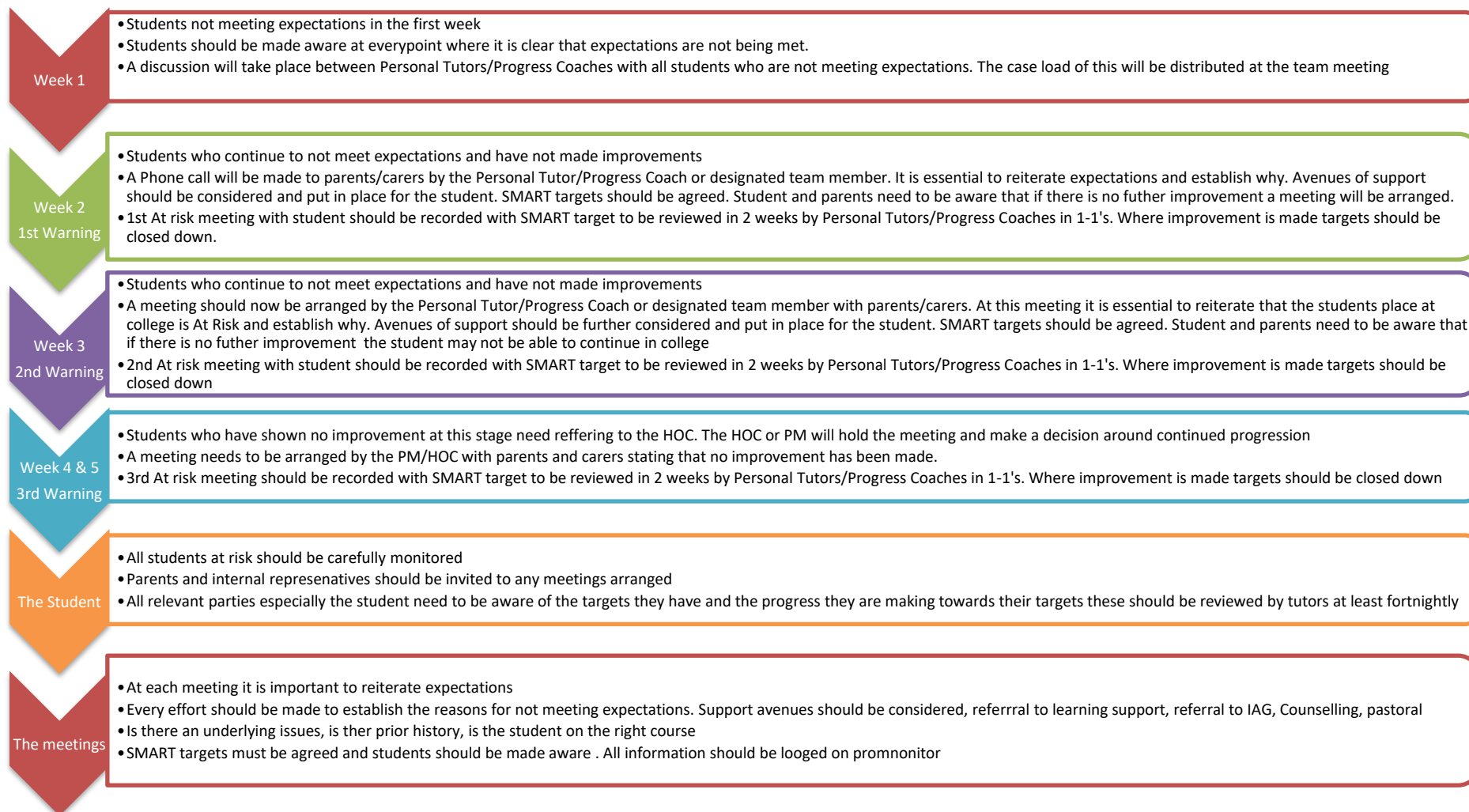
The students journey Week 1 – Week 36

Gross Misconduct – Can run alongside other disciplinary from Week 1 - 36

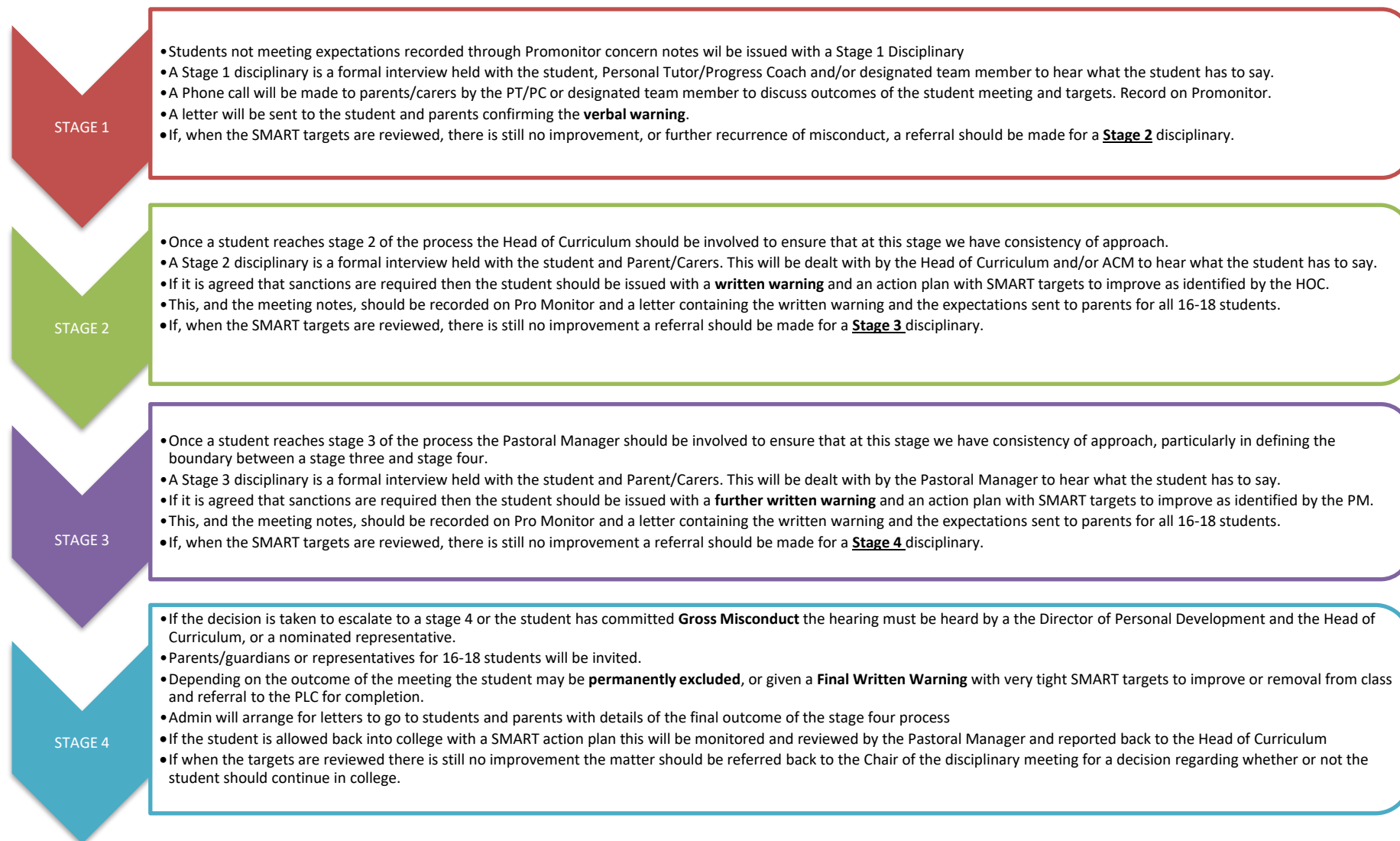


## Appendix 2

### The 1<sup>st</sup> 6 weeks, Warnings 1- 3

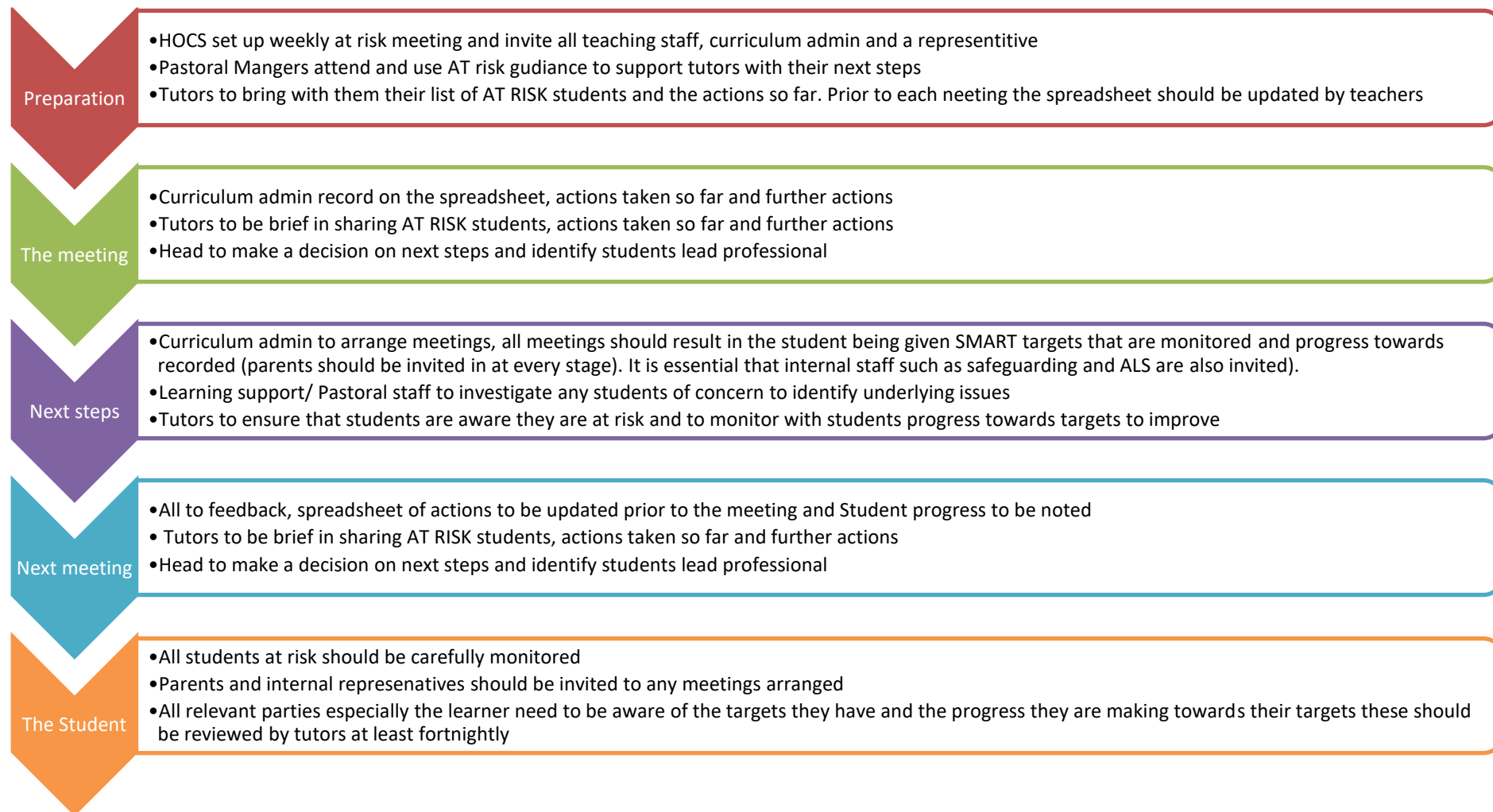


## Appendix 3



## Appendix 4

### Information for HOC's and tutors on preparation for at risk meetings



## Appendix 5 Punctuality Strategy

This should be used where punctuality alone is the issue. The intervention at each stage gives clear guidance to personal tutors/progress coaches and curriculum teams. This runs over a term.

STAGE	PUNCTUALITY Main course/GCSE  (Number of lates)	ACTIONS
Formal warning	5	Personal Tutor makes telephone call to parents/carers informing of poor punctuality. Records call on Promonitor and sets SMART target with student.
<b>1</b>	10	<ul style="list-style-type: none"> <li>Personal Tutor makes a second call to parents stating that there has been no improvement and this is now at a Stage 1 cause for concern.</li> <li>SMART Targets discussed and set in presence of student</li> <li>Copy emailed to parent/carer by PT</li> <li>Letter is also sent home detailing punctuality policy and stage. Also includes how many minutes of class time the student has missed through lateness</li> </ul>
<b>2</b>	15	<ul style="list-style-type: none"> <li>Parents/carers are invited in for a formal meeting with HoC and PM (for GCSE the HoC or ACM of said subject should also be in attendance).</li> <li>Reasons for lateness discussed and recorded on Promonitor</li> <li>SMART target set with parents/carers present</li> <li>Inform Parent/carer of next stage should there be no improvement</li> </ul> <p>*Should student get to 20 late marks another phone call home and recorded on Promonitor</p>
<b>3</b>	25	<ul style="list-style-type: none"> <li>Parents/carers meeting with Director/PM (Assistant Director of Maths and English when GCSE)</li> <li>Discussion surrounding non-improvement of punctuality and reasons for this recorded on Promonitor</li> <li>Final stage 1 contract signed for punctuality issues</li> <li>Inform parents of Disciplinary process should there be no improvement</li> </ul>

## Appendix 6

Guidance to be used where attendance is a concern.

STAGE	ATTENDANCE  (Main qualification/GCSE)	ACTIONS
1	90%	<ul style="list-style-type: none"> <li>Students not meeting attendance expectations recorded through Promonitor concern notes will be issued with a Stage 1 Disciplinary</li> <li>A Stage 1 disciplinary is a formal interview held with the student, Personal Tutor/Progress Coach and/or designated team member to hear what the student has to say. Parents should be made aware that this meeting will be taking place.</li> <li>A Phone call will be made to parents/carers by the PT/PC or designated team member to discuss outcomes of the student meeting and targets. Record on Promonitor.</li> <li>A letter will be sent to the student and parents confirming the <b>verbal warning</b>.</li> <li>If, when the SMART targets are reviewed, there is still no improvement, or further recurrence of misconduct, a referral should be made for a <b>Stage 2</b> disciplinary.</li> </ul>
2	85%	<ul style="list-style-type: none"> <li>Once a student reaches stage 2 of the process the Head of Curriculum should be involved to ensure that at this stage we have consistency of approach.</li> <li>A Stage 2 disciplinary is a formal interview held with the student and Parent/Carers. This will be dealt with by the Head of Curriculum and/or ACM to hear what the student has to say.</li> <li>If it is agreed that sanctions are required then the student should be issued with a <b>written warning</b> and an action plan with SMART targets to improve as identified by the HOC.</li> <li>This, and the meeting notes, should be recorded on Pro Monitor and a letter containing the written warning and the expectations sent to parents for all 16-18 students.</li> <li>If, when the SMART targets are reviewed, there is still no improvement a referral should be made for a <b>Stage 3</b> disciplinary.</li> </ul>
3	80%	<ul style="list-style-type: none"> <li>Once a student reaches stage 3 of the process the Pastoral Manager should be involved to ensure that at this stage we have consistency of approach, particularly in defining the boundary between a stage three and stage four.</li> <li>A Stage 3 disciplinary is a formal interview held with the student and Parent/Carers. This will be dealt with by the Pastoral Manager to hear what the student has to say.</li> <li>If it is agreed that sanctions are required then the student should be issued with a <b>further written warning</b> and an action plan with SMART targets to improve as identified by the PM.</li> <li>This, and the meeting notes, should be recorded on Pro Monitor and a letter containing the written warning and the expectations sent to parents for all 16-18 students.</li> <li>If, when the SMART targets are reviewed, there is still no improvement a referral should be made for a <b>Stage 4</b> disciplinary.</li> </ul>
4	75%	<ul style="list-style-type: none"> <li>If the decision is taken to escalate to a stage 4 the hearing must be heard by the Director of Personal Development and the Head of Curriculum, or a nominated representative.</li> <li>Parents/guardians or representatives for 16-18 students will be invited.</li> <li>Depending on the outcome of the meeting the student may be <b>permanently excluded</b>, or given a <b>Final Written Warning</b> with very tight SMART targets to improve or removal from class and referral to the PLC for completion.</li> <li>Admin will arrange for letters to go to students and parents with details of the final outcome of the stage four process</li> <li>If the student is allowed back into college with a SMART action plan this will be monitored and reviewed by the Pastoral Manager and reported back to the Head of Curriculum</li> <li>If when the targets are reviewed there is still no improvement the matter should be referred back to the Chair of the disciplinary meeting for a decision regarding whether or not the student should continue in college.</li> <li><b>Automatic temporary suspension at 70% for persistent non-attendance following stages 1-4</b></li> </ul>



## **Appendix 7 SMART Target Examples**

### EXAMPLES of TARGETS/ Actions

#### **If these are logged on promonitor with a review date this identifies the time aspect of SMART TARGETS**

##### **Behaviour**

- Meet my Tutor daily to review my contract
- Attend my session with the college nurse or specialist support on a weekly basis
- Attend my 1:1 session with learning support on weekly basis
- Follow tutor instructions in all sessions
- To wear my ID card at all times whilst in college
- To place mobile phone in the phone box at the beginning of every session – reviewed in two weeks
- Not to use mobile phone in classes unless instructed by the tutor to be reviewed weekly
- Not to use an E-cigarette in the college building, on-going
- Bring PPE to all practical sessions, on-going
- To use appropriate language at all times to members of staff, students and visitors, on-going
- To attend a reduced or personalised timetable to enable the learner to improve behaviour or transition back to college following a period of ill health/ personal issues/ anxieties (must all occur following discussion with the HOD)

##### **Attendance**

- I will attend all timetabled sessions for a week (dates)
- I will obtain an up-to-date copy of my timetable today
- I will set up reminders on my mobile phone by .....
- I will ring in by (time) to report any absences
- I will bring in evidence of my appointments (doctors etc) by .....
- Attend all functional skills classes on time and with appropriate equipment
- Improve attendance/ punctuality by \_\_\_% to be reviewed in two weeks

##### **Punctuality**

- I will pick up a bus/train timetable today/tomorrow
- I will buy an alarm clock by.....
- I will set my alarm clock/mobile phone (half an hour) earlier by.....
- I will now set off from home at..... time to ensure I arrive at college on time starting from (date)
- I will manage my time to ensure that I am back in the classroom by..... (breaks/lunch)

- Attend all functional skills classes on time and with appropriate equipment
- Improve attendance/ punctuality by \_\_\_% to be reviewed in two weeks

**Not meeting deadlines**

- I will write an action plan of tasks on.....
- I will buy a diary by.....
- I will write the deadline dates in my diary on.....
- I will see my course tutor by..... to discuss
- I will set reminders in my mobile phone by.....
- I will attend the drop-in centre in the vista on.....
- 

**Struggle to plan assignments. – Organisation**

- I will use my diary to plan when I will work on my assignments by (date)
- I will complete a mind map by (date) to get my ideas down
- I will attend the drop-in centre in learning support on/ by .....
- I will make an appointment with my Learning support/Tutor by ..... to discuss strategies.
- 

**Don't know what to do next? -Progression**

- I will make an appointment to see IAG on .....
- I will look at courses on the college Website by .....
- I will pick up next year's prospectus by .....
- I will complete and return a course application form by .....
- I will complete my course interview for ..... by.....

## Appendix 8 harassment & bullying policy & procedures

### 1. Introduction

Bury College is committed to providing a supportive and safe learning environment. In appreciating human diversity, the College takes all forms of bullying seriously and will not tolerate any forms of harassment or bullying. When an incident is reported it will be dealt with promptly and other agencies, such as the Police, will be involved, if appropriate.

### 2. Scope

This policy applies to all students whilst on College premises or whilst undertaking any activities off College premises which are approved by the College. Instances of Cyber Bullying may be perpetrated off college premises and are included in the scope of this policy.

### 3. Definitions of Harassment and Bullying

**Harassment** may be defined as any conduct that is unwanted by the recipient, or any conduct which affects the dignity of any individual, or group of individuals. It is important to consider that language, imagery or forms of behaviour which may not affect some may offend others. The transmission of language or imagery may be made in person or by text, computer image, in writing, through graffiti. Behaviour which is harassing to an individual or group may also be reported by a third party who has no connection to the bully or harasser.

Harassment may be repetitive, or an isolated occurrence against one or more individuals.

All students and staff should be made aware of this policy.

Harassment could be:

#### Physical

- Unwanted contact (e.g. unnecessary touching), assault or gestures, intimidation, aggressive behaviour, standing too close, physical threats

#### Verbal

- Unwelcome remarks, suggestions and propositions, malicious gossip, jokes and banter which are based on a person's sex or race or which refer to a person's age,

disability, sexuality, religion or personal appearance. The verbal comments may be communicated face to face, through social networking websites or by telephone.

#### Non-verbal

- Offensive literature or pictures, video clips, graffiti and computer imagery, isolation or non-co-operation and exclusion from social activities.

#### Cyber Bullying

This is

- Sending or posting of insulting, harmful or cruel text or images using mobile phones, e-mail, messaging systems and services, the internet, social networking sites or other digital communications devices
- Using threatening language or imagery which is scaring to the victim or unwanted by its nature in telephone conversations, text messages, e-mails or on social networking sites.

#### Other

- Written and verbal in the form of letters, electronically transferred communications including e-mails, text messages, internet materials which contain offensive language or images

#### Reasons for Harassment

The reasons for which individuals may be subjected to harassment are wide ranging, including an individual's

- Race, ethnic origin, nationality or skin colour
- Gender, transgender or sexual orientation
- Unwillingness to challenge harassment (leading to victimisation)
- Membership, or non-membership, of a social group, trade union or other organised event
- Disability, including sensory or mobility impairments or learning difficulties □
- Status as an ex-offender
- Age
- Medical condition, including AIDS/HIV or mental health issues
- Physical characteristics
- Personal or religious beliefs

This list is not definitive. It is possible for people to abuse their power over others in all sorts of ways. It is the impact on the recipient of the behaviour which is key.

**Bullying** is a particular form of personal harassment which may be carried out by an individual or group of individuals. It can be persistent, threatening, offensive, abusive, intimidating or insulting behaviour, and it is recognised that such conduct may make the recipient feel upset, humiliated or vulnerable and may cause them to suffer stress.

Some examples of bullying are:

- Consistently undermining someone for whatever reason
- Shouting and use of sarcasm at an individual to get things done
- Derogatory or belittling remarks in front of others regarding appearance, work or personal attributes
- Unwarranted exclusions or victimisation
- Racist bullying where there are persistent, threatening, offensive, abusive, intimidating or insulting attack on an individual on the basis of their ethnicity, culture, religious beliefs and colour.
- Sexist or homophobic bullying where there is persistent, threatening, offensive, abusive, intimidating or insulting attack on an individual on the basis of their gender or gender attributes, alleged sexual behaviour or their sexuality
- Use of aggression towards another
- Use of threats towards another to engender fear
- Use of internet or digital communication devices to transmit menacing, threatening or otherwise inappropriate words or images which cause offence to an individual

#### 4. Effects of Bullying and Harassment

Bullying and harassment are not only unacceptable on moral grounds but may, if unchecked; create problems for students and the College as a whole. This can include poor morale and student relations; loss of respect for staff and students; poor performance; increased absenteeism due to sickness and unauthorised absence, and ultimately could impact on the student's success. It is in the interest of all students that the College takes some form of action if an incident of bullying or harassment is reported.

#### Signs and Symptoms of Bullying

- Being frightened of walking to or from the College
- Change in usual routine
- Becoming anxious or withdrawn
- Attempted or threatened suicide
- Crying
- Nightmares
- Feeling ill
- Truancy
- Doing poorly at College
- Coming home with clothes or books torn

- Possessions “go missing”
- Asking for, or stealing money
- Unexplained cuts or bruises
- Coming home hungry (money/lunch has been stolen)
- Becoming aggressive and unreasonable
- Lacking in confidence
- Bullying other students or siblings

## 5. Responsibility of College Staff

Every member of staff has a responsibility to:

- 5.1. Ensure students are treated with dignity and respect. Any act of harassment, discrimination, victimisation or bullying is a ground for disciplinary proceedings, which may lead to the student being excluded, temporarily or permanently.
- 5.2. Ensure their own conduct does not cause offence or misunderstanding.
- 5.3. Report bullying, they have witnessed, been informed of or suspect to the relevant Personal Tutors – i.e. to the Personal Tutor of the bully and the victim, if they have different Personal Tutors.

In addition,

- 5.4. Tutors have particular responsibilities to give personal support to their students through any investigations into allegations of bullying and or harassment.
- 5.5. Curriculum Directors and Curriculum Managers have a responsibility to ensure that the delivery of the curriculum does not contravene the requirements or spirit of this policy.

## 6. Student Responsibilities

- 6.1. To treat all students, staff and members of the public with dignity and respect. To ensure their own conduct does not cause offence or misunderstanding.
- 6.2. To co-operate with the College in any investigations into allegations of bullying and/or harassment. If accusing another person of bullying or harassment, or if accused of these, this co-operation includes keeping the complaint confidential and not making contact with the other party or their witnesses until the College investigation is completed.
- 6.3. To report to College staff any incidences of harassment or bullying that they are aware of or subjected to.

- 6.4. To use computer and other digital technology provided by the College for the purposes outlined in the *Computer User Contract*.
- 6.5. To be aware that the use of college computers by all users is monitored and recorded and that it is the responsibility of users to comply with the *Computer User Contract*.
- 6.6. To take all reasonable steps to prevent and stop cyber-bullying – for example, to password protect email accounts and not to give out passwords to others; to block social networking accounts to others who may use them inappropriately; to refrain from entering into inappropriate communications – text message exchanges, telephone conversations, etc.

## 7. Reporting an Incident of Bullying or Harassment

Students who feel they are being bullied or harassed should deal with this through informal and formal procedures

### Informal Procedures

- Students may seek help, advice and support from any member of the Student Services Team, Student Learning Mentors, the College Counselling Service or members of the College Chaplaincy Team. At this stage the help and advice given can be confidential by agreement with the Student.
- Tell the perpetrator to stop whatever it is they are doing on the basis that their action is causing distress. Where a student finds it difficult to tell the person themselves, they should use the Personal Tutor as an intermediary.
- If a student feels they are a victim of bullying or harassment they should keep a written record of all the relevant incidents, including times, dates and, if appropriate, the names of any witnesses to the incident(s) and any other information or evidence such as text messages, screen shots of comments on social networking sites etc.

### Formal Procedures

- 7.1. In the first instance a student should speak to their Personal Tutor for support and resolution of the issue.
- 7.2. **In all cases**, the Personal Tutor should report the allegations to their Pastoral Manager. The Pastoral Manager should work with the Personal Tutor to commence investigation of the allegations **within twenty four working hours** with a view to resolving the issue as quickly as practicable in the circumstances.

- 7.3. Upon becoming aware of a case of bullying the Pastoral Manager will refer it **immediately** to the Curriculum Director (CD) for dealing with **if it is severe** – i.e. if it is reasonable to consider that there is imminent physical danger to the complainant or if the allegation, if proven, would lead to temporary or permanent exclusion.
  - 7.4. Pastoral Managers should make Curriculum Directors aware of **all** cases of bullying they are involved through ProMonitor Comments and follow-up meetings where necessary.
  - 7.5. Pastoral Managers will report all cases – numbers, breakdown by curriculum areas, gender and ethnicity, issues, outcomes etc. This information will be summarised in report LT 11 which is presented to the Leadership Team three times a year.
  - 7.6. Where an intervention by a Pastoral Manager fails to stop the bullying or harassment, the case will be referred to the Director of Personal Development. The college disciplinary procedures will be invoked which may lead to a student being temporarily or permanently excluded.
  - 7.7. Where a case of bullying is reported to the Personal Tutor by a third party – e.g. Subject Teacher, ESW, other students, the Personal Tutor will follow the above procedure to investigate it.
- 8. Investigating an allegation of bullying or harassment**
- 8.1. Statements of allegation or witness statements must be signed and dated.
  - 8.2. Usage of CCTV footage from College cameras during investigations must comply with the *Bury College CCTV Code of Practice*.
  - 8.3. The College reserves the right to insist that students alleged to have been involved in harassment and bullying do not come into College or have contact with the complainant and their witnesses during an investigation. This is a procedural matter and does not imply guilt. In such a case, arrangements will be made for the suspended person to do College work at home.
  - 8.4. The alleged bully has the right to be accompanied at any meeting to discuss the allegation - for example, by a parent, social worker, APP member of staff – but not by a legal representative.



## APPENDIX 9 physical intervention guidance

### Introduction

1. This guidance should be read in conjunction with the Learner Behavioural Policy.
2. The College is committed to ensuring that all our staff and adults with responsibility for learner's health, safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour, and only use physical intervention as a last resort in line with College Code of Conduct and the DfE Guidance document "the use of force to control or restrain learners". If physical intervention is used at all, it will be in the context of a respectful, supportive relationship with the learner. We will always aim to ensure minimal risk of injury to learners and staff.
3. The College provides for, welcomes and encourages learner feedback to ensure that the environment and atmosphere within College minimises the risk of incidents requiring the use of force arising. This approach identified through the Behaviour Policy creates and maintains good order and relationships through positive approaches.
4. All staff should attempt to de-escalate any incident and only use force as a last resort and when the risks involved in doing so are outweighed by the risks involved in not using force.

### Objectives of the Guidance

5. The key objective of the Guidance document is to ensure and maintain the safety of learners and staff. The College recognises that there is a need, reflected in law, to intervene when there is an obvious risk of safety to its learners, staff and property.
6. The guidance aims to give all members of the college community clear guidance so that any physical intervention that they undertake is carried out in a way that supports the values and principles described in the staff Code of Conduct. In particular, it aims to describe the circumstances in which restrictive physical intervention is an appropriate response and how staff at college will fulfil their responsibilities in those circumstances.

### Authorised Staff

7. The legal right to use force is extended to all members of staff who have lawful control over the Learners which includes educational trips and visits. Those exercising the use of force must take into account any particular special educational need and/or disability that a learner might have.

**Note: It is always unlawful to use force as a punishment**

8. The search procedures in the Behavioural Policy also make reference to restraint and must be read and understood along with this guidance. If a student refuses to be searched, restraint should not be used. If there is a concern that the student is in position of something that may cause injury to themselves or others the police should be called.

### When to Use Force

Reasonable force must only be used to control students or to restrain them where there is no other alternative.

- Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

### **When can reasonable force be used?**

- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

### **6.10 Power to ask to search students for prohibited items**

Authorised staff can request to search a learner or their bags as is reasonable given the circumstances to conduct a search for the following “prohibited items”:

- knives and weapons
- alcohol
- illegal drugs
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Where students refuse to consent to a search the College will call upon a member of the Leadership team to discuss with the student the consequences of not consenting. Where there is a concern that the student possesses any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property then the police should be contacted.

Where there is not an immediate risk of harm or injury the student should be suspended and the sending student home procedure should be followed.

This should then be followed by disciplinary action.

## Recording an Incident

22. All incidents that result in non-routine/emergency interventions must be reported immediately to the Director of Personal Development
23. The Director of Personal Development will carry out an initial investigation as soon as possible after the incident and before the end of the working day. The report form (appendix A) should be completed and a copy sent to the Deputy Principal and the Director of Health, Safety & Security.
24. The use of physical intervention in Bury College will be monitored and will be reported on a regular basis to College Governors and the Principal through the normal monitoring report procedures, post Intervention
25. The College will ensure that the learner and the member of staff have immediate access to first aid for any signs of injury. This must be recorded
26. The Investigation **must** start as soon as possible after the incident. The Investigating Director will give the learner time to become calm while staff continue to supervise him/her. When the learner regains complete composure, they will discuss the incident with the learner and try to ascertain the reason for its occurrence. The learner will be given an opportunity to explain things from his/her point of view.
27. In cases where it is not possible to speak to the pupil on the same day as the incident occurred, the College will ensure a debrief takes place as soon as possible after the pupil returns to College.
28. All members of staff involved will be allowed a period to recover from the incident. This may involve access to external support. The Director of Human Resources and Customer Services (or their nominee) will arrange support to the member of staff involved.
29. The Principal will be informed at the earliest possible opportunity of any incidents where physical intervention or restraint has been used.
30. The College will inform parents/carers of any incident involving physical intervention as soon as possible after the incident and whenever practicable on the day of the incident before the learner arrives home.

## Complaints/ Allegations about Physical Intervention

31. If any complaints are received from a learner, parent or guardian about any physical intervention by a member of staff, the usual complaints procedure must be followed.