

# Huddersfield New College Policies, Protocols and Procedures

## Behaviour for Learning Policy and Procedures 2022\_3



### 1. Statement of Intent, Scope and Purpose

1.1. The intent of the Policy is to make clear the standards for behaviour expected of all students at the College, and what will happen if an individual student falls short of these standards.

#### 1.2. BFL Expectations

Students are expected to meet the standards outlined in our ABC Charter.

This requires students to:

**Attend ... well, be punctual and wear your membership badge with pride.**

100% attendance is expected (with a minimum threshold of 95% for genuine authorised absence: see below). HNC is not a distance-learning College and students are expected to attend all lessons on-site when delivered at College

**Be respectful ... of others, both inside and outside of College.**

Examples of not being respectful include but are not limited to;

- Using offensive (including transphobic, biphobic, homophobic and racist) language
- Sexual harassment / abuse
- Bullying / cyber bullying
- Making malicious allegations
- Not following the ABC or classroom expectations
- Anti-social behaviour in the local community / local shops or on College buses / public buses

**Commit .... To working hard and achieving your very best**

One hour of independent work is expected for each hour of delivered content

For students studying BTEC courses, missing a BTEC assignment deadline represents a failure to adhere to the Commit aspect of the ABC charter and also breaches Pearson's strict rules for submission of assignment work.

1.3. With regard to any lessons being **accessed online** the ABC charter requires students to:

Attend ... Be logged into MS Teams at the time of your online lesson and fully engage to the satisfaction of your teacher. It is your responsibility to contact your teacher, if you are experiencing any difficulties accessing your online lessons.

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Be respectful ... Make sure that you are dressed appropriately and have considered what others can see behind you. Use the text box, where appropriate, and use appropriate language.

Commit ... The continued need for online learning on occasion is in response to the ongoing global pandemic. We expect you to commit to trying your best online, if any of your lessons move online, and to keeping up to date with your work, as you would if you were attending on-site.

### 2. Procedures

2.1. Concerns regarding an individual's Behaviour for Learning in relation to the ABC Charter will lead to the procedures outlined below.

2.2. **Level 1**- Implemented when concerns are first raised about Behaviour for Learning falling short of expectations around: 100% attendance, good punctuality, wearing a membership badge on campus, behaving as a respectful and responsible young adult, and working hard and meeting deadlines.

2.3. Subject Teachers or the Progress Tutor will implement a Level 1 monitoring contract and will communicate the concerns with the student and the actions required by the student. This will form the basis of the remedial action plan.

They will explain to the student that if the remedial action plan does not address the concerns, and further concerns are raised, this will lead to an escalation of the monitoring contract to Level 2.

The Level 1 monitoring contract is then recorded on Cedar and parents / carers will be informed via telephone, email or Cedar concern by the Progress Tutor/ Subject Teacher, as appropriate.

A Level 1 monitoring contract will remain on Cedar for up to 4 weeks at which point the Progress Tutor and / or Subject Teacher will decide to remove, extend or escalate.

Please note: in line with the College's BTEC Assessment Policy, students who continually miss BTEC assignment deadlines will always have their monitoring contract extended or escalated at the review point, as appropriate.

2.4. **Level 2** - If the decision is made to escalate the contract, a Level 2 monitoring contract will be issued.

The Progress Tutor will explain to the student the reason(s) behind the increased level and will work with the student on a remedial action plan.

The Progress Tutor may need to liaise with relevant staff including subject teachers to draw up an effective remedial action plan. The student is expected to liaise with teachers regarding work required to ensure targets set are met.

The Progress Tutor will explain to the student that if this remedial action plan does not address the concern(s) and the concern(s) persists, this will lead to an escalation to Level 3.

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Parents / carers will be informed of the raised level of contract and targets set via telephone or email by the Progress Tutor who will monitor the Level 2 contract.

A Level 2 monitoring contract will remain in place for up to 4 weeks at which point the Progress Tutor will decide to remove, extend or escalate.

If the contract is removed but future concerns about BFL are raised, on the second and subsequent occasions, these will be raised at Level 2.

- 2.5. **Level 3** - If the decision is made to escalate the contract, a Level 3 monitoring contract will be implemented.

At this stage parents / carers will be informed of the escalation and the reason(s) for the level 3 monitoring contract. The targets set will be shared with the parent/carer who will be invited to discuss ways we can collaboratively support their son/daughter to meet these targets via a phone conversation or a meeting in person.

The responsibility for the management of a Level 3 contract will move from the Progress Tutor to their Senior Progress Tutor.

A Level 3 contract will remain in place for up to 4 weeks, at which point the Senior Progress Tutor will decide to reduce, extend or escalate the monitoring contract.

If the contract is reduced to level 2, then a further review will take place within 4 weeks to determine whether the contract is extended, escalated again or removed completely.

Where appropriate a regular meeting between the student and the Senior Progress Tutor will take place to monitor progress and support improvement. These meetings will be recorded on CEDAR.

- 2.6. **Level 4** - If the decision is made to escalate the contract a Level 4 monitoring contract will be raised.

At this final stage parents / carers will again be informed of the escalation and the reason(s) for the level 4 monitoring contract.

At this stage a parental meeting, face to face, over the phone or remotely, will be offered to explain the reason for the escalation, so that parents / carers are fully informed, about the serious concerns regarding their son / daughter's Behaviour for Learning.

The management of a Level 4 contract will move to an Assistant Principal because of the serious nature of the BFL concerns by this point.

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The student concerned will have regular meetings with the Assistant Principal to monitor progress and support improvement. These meetings will be recorded on Cedar.

The Level 4 monitoring contract will remain in place for up to 4 weeks at which point a decision will be made regarding the outcome.

If sufficient improvement has been made then the monitoring contract will be reduced to an appropriate level, determined by the Assistant Principal. Monitoring will continue as appropriate.

If there is some improvement but not enough to justify a reduction in the level of contract, the Level 4 monitoring contract will be extended.

If however, there has been little or no improvement, then the Assistant Principal will decide whether or not to formally exclude the student from College, in consultation with relevant senior colleagues.

If a reduction in a Level 4 contract takes place, the time at the reduced level, and any removal, extension or escalation will occur in line with the timescales for the reduced level detailed above.

**2.7. Please note: Depending on the nature of the concerns raised about an individual student's Behaviour for Learning, a student will be placed on whichever monitoring contract level is deemed most appropriate. Therefore not all contracts will begin at Level 1 and progress incrementally to Level 4; monitoring contract levels can be jumped.**

2.8. Heads of Faculty can implement and monitor contracts up to and including Level 3.

### 2.9. Serious Failure to Commit to Studies

Very occasionally, a student may lose their place at college if they fail to submit their assessed coursework or assignment by the deadline set by their BTEC teachers or an exam board. Opportunities will have been provided by the assessor to ensure that coursework/assignments are handed in on time in order to allow for resubmissions or retakes and parents/carers will have been informed of concerns by subject specialists. If a student fails to comply with these opportunities, then they will no longer be in a position to successfully complete their study programme and therefore the College reserves the right to remove their place at College.

2.10. **Gross / Serious misconduct:**

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In the event of a case of suspected gross / serious misconduct, an investigation will take place in order to establish the relevant facts relating to the suspected case of gross / serious misconduct.

Gross misconduct relates to any behaviour that is considered to be a serious breach of the College's expectations for behaviour and the College values.

Examples of gross misconduct include, but are not limited to:

- Possession of and / or use (including being under or suspected of being under the influence) of illegal drugs or alcohol on the College's premises or whilst representing the College.
- Possession and / or use of offensive weapons (an instrument designed to be used in attack, or an object which may be used in attack) on the College's premises or whilst representing the College.
- Fighting.
- Causing harm to others.
- Using offensive (including transphobic, biphobic, homophobic and racist) language.
  
- Breaching the College's IT Acceptable and Safe Use Policy.
- Discrimination, harassment / abuse (including sexual harassment / abuse).
- Bringing unauthorised visitors on site, or concealing their identity for a second occasion.
- Vaping in the College building for a second occasion.

2.11. Serious misconduct relates to behaviour that under normal circumstances would be considered to be gross misconduct but relevant mitigating circumstances exist. For example, the bringing of unauthorised visitors on site, concealing the identity of unauthorised visitors on site or vaping in a College building. All would be considered serious misconduct, in the first instance. Any repeat of this behaviour would be considered gross misconduct.

2.12. As a neutral act, students are likely to be suspended immediately should there be a suspicion of gross misconduct, whilst further investigation takes place.

Only a member of the College's Senior Leadership Team can initiate a suspension, fixed term exclusion or permanent exclusion.

Parents / carers will, where possible, be contacted via phone by the suspending member of SLT (or the Executive Assistant to SLT on their behalf) to confirm the suspension, and this will be followed by a posted letter home, outlining the reason(s) for the suspension.

A copy of the letter will also, where possible, be given to the student to take home.

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In all cases, the College will endeavour to make any suspension period as short as is possible to minimise the impact on learning whilst an investigation takes place into the suspected gross misconduct.

As part of any suspected gross misconduct investigation, the student and their parents / carers will be invited to a meeting with the appropriate member of the Senior Leadership Team. During the meeting, the student and their parents / carers can offer any mitigating information to the College regarding the suspected gross misconduct, to enable a fully informed decision to be reached.

- 2.13. At the conclusion of the investigation five outcomes are possible.
1. Return of the student to the College immediately because gross / serious misconduct or even misconduct has not been concluded.
  2. Return of the student to the College on a monitoring contract because misconduct rather than gross / serious misconduct has been concluded. This would require a reintegration meeting with the student to which the parents / carers will be invited.
  3. Fixed term exclusion (can be applied retrospectively) which requires a reintegration meeting with the student to which the parents / carers will be invited. This would be applied in the event of serious misconduct, as determined by the investigation, and may have been served whilst suspended. The student is likely to return to College on a monitoring contract.
  4. Withdrawal from the College for the current academic year for serious misconduct, as determined by investigation, with an offer of applying to restart the following academic year after a period of proven rehabilitation.
  5. Permanent exclusion because gross misconduct has been concluded\*.

\*If following investigation, the reasonable belief is that the behaviour is gross misconduct, the student will be permanently excluded.

Any decision to permanently exclude a student will take into account all the evidence gathered during the investigation, including the meeting with the student and their parent / carer, and will be reached in consultation with other members of the Senior Leadership Team. A member of SLT not involved in the original process will review the outcome with all identifying information removed to ensure the decision made is without prejudice. It is at the discretion of the College how much of the evidence from the investigation is shared with the student and their parent / carer.

The student and their parents /carers will be informed as soon as is possible (and certainly within five working days) in writing, of the decision, along with the rationale for it.

### 2.14. Appeals Process

Students and / or parents / carers wishing to appeal against any action should follow the appeals process outlined below.

#### Level 1 & 2

Verbal or written appeal within 5 working days to the relevant Senior Progress Tutor who will review the decision to enact the procedure at this level and will report the outcome of the review, either verbally or in writing, to the appellant within 10 working days of receipt of the appeal.

#### Level 3 & 4

Written appeal within 5 working days to the Assistant Principal – Student Development who will review the decision and will report the outcome of the review in writing to the appellant within 10 working days of receipt of the appeal.

#### Fixed term or Permanent Exclusion

Written appeal to the Principal within 5 working days of the exclusion. The Principal, or a delegate of the Principal, will review the decision and will report the outcome of the review in writing to the appellant within 10 working days of receipt of the appeal.

*Please note: The Principal's decision cannot be challenged. Any appeals against the outcome of the Principal's review can only be to challenge due process (as described in this policy) i.e. that it has not been followed. This appeal must be made in writing within 5 working days of receipt of the Principal's decision to the Chair of the Corporation via the Clerk: C. Coupland who can be contacted via email at [c.coupland@huddnewcoll.ac.uk](mailto:c.coupland@huddnewcoll.ac.uk)*

*For further detail, please consult the College's Complaints Procedures available on the College website.*

## 3. Holidays, Pilgrimages or Extended leave

- 3.1. Excellent attendance is very important to achieving expected final grades and so, in an ideal world, students should not take any time off during term time. We request therefore, that families do not book holidays, pilgrimages or extended leave which involve a student taking time off during term time. Any time off during term time will be designated as explained absence and will affect a student's overall attendance percentage. 100% attendance is our expectation and 95% plus attendance is a mandatory requirement for automatic progression between levels of study and between years at the College.

Any student with between 5 and 10 working days explained absence could be placed on a Level 1 or 2 monitoring contract, with an action plan to help them to catch up on work that has been missed during their absence.

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Any additional explained absence over and above 10 working days could result in a Level 3 or Level 4 contract, depending on the length of explained absence (Level 3 11-15 days: Level 4 16-20 days). Lengthy absence can seriously impact on a student's ability to achieve their expected final grades.

*Please note: the College reserves the right to withdraw any student from the College roll, if it believes that absence over 12 working days, combined with other known factors recorded on Cedar means that they are unlikely to successfully achieve on their study programme.*

### Authorised Absence

3.2. All students are expected to aim for 100% attendance.

However, the College acknowledges that there are times when absence is unavoidable.

The following absences will automatically be designated as authorised absence:

- All absences resulting from educational trips and visits organised by the College, providing all paperwork is completed and signed. (T)
- All absences for examinations or approved study leave (E)
- All absences for recognised religious observances (for example, Eid). These will be allocated a specified number of days of authorised absence, if the appropriate process is followed (R)
- All absences to complete College approved work experience or employability mock interviews. These will be allocated a specified number of days of authorised absence, if the appropriate process is followed (W)

Some other absences, which are outside a students' personal control, may also be designated as authorised.

These include:

- Bereavement (including attendance at the funeral) of an immediate family member (father, mother, sibling, partner, grandparents). Funerals other than the student's immediate family (close friend or relative) will be authorised on an individual case basis – this absence must be supported by a letter from the parent / carer and presented in the LRC before the event (after may result in an absence mark).
- The wedding of an immediate family member (father, mother, sibling, grandparents) with prior notification to the LRC (after may result in an absence mark). Weddings other than the student's immediate family (close friend or relative) will be authorised on an



individual case basis – this absence must be supported by a letter from the parent / carer and presented in the LRC before the event (after may result in an absence mark).

- A medical appointment with a hospital specialist or orthodontist– this absence must be supported by a letter from the hospital, by an appointment card or by the text reminder. This must be presented in the LRC before the appointment (after may result in an absence mark).
- A driving test (not driving lessons) – this absence must be supported by the letter from the DVLA and presented in the LRC before the test (after may result in an absence mark).
- Open Day visits to universities organised independently – this absence must be supported by documentation from the university and presented in the LRC before the visit (after may result in an absence mark).
- An interview at a university following a UCAS application.
- Being a witness at court or jury service – notification must be given to the LRC in advance (after may result in an absence mark).
- Representation at a regional/national competition (organised by a national governing body)

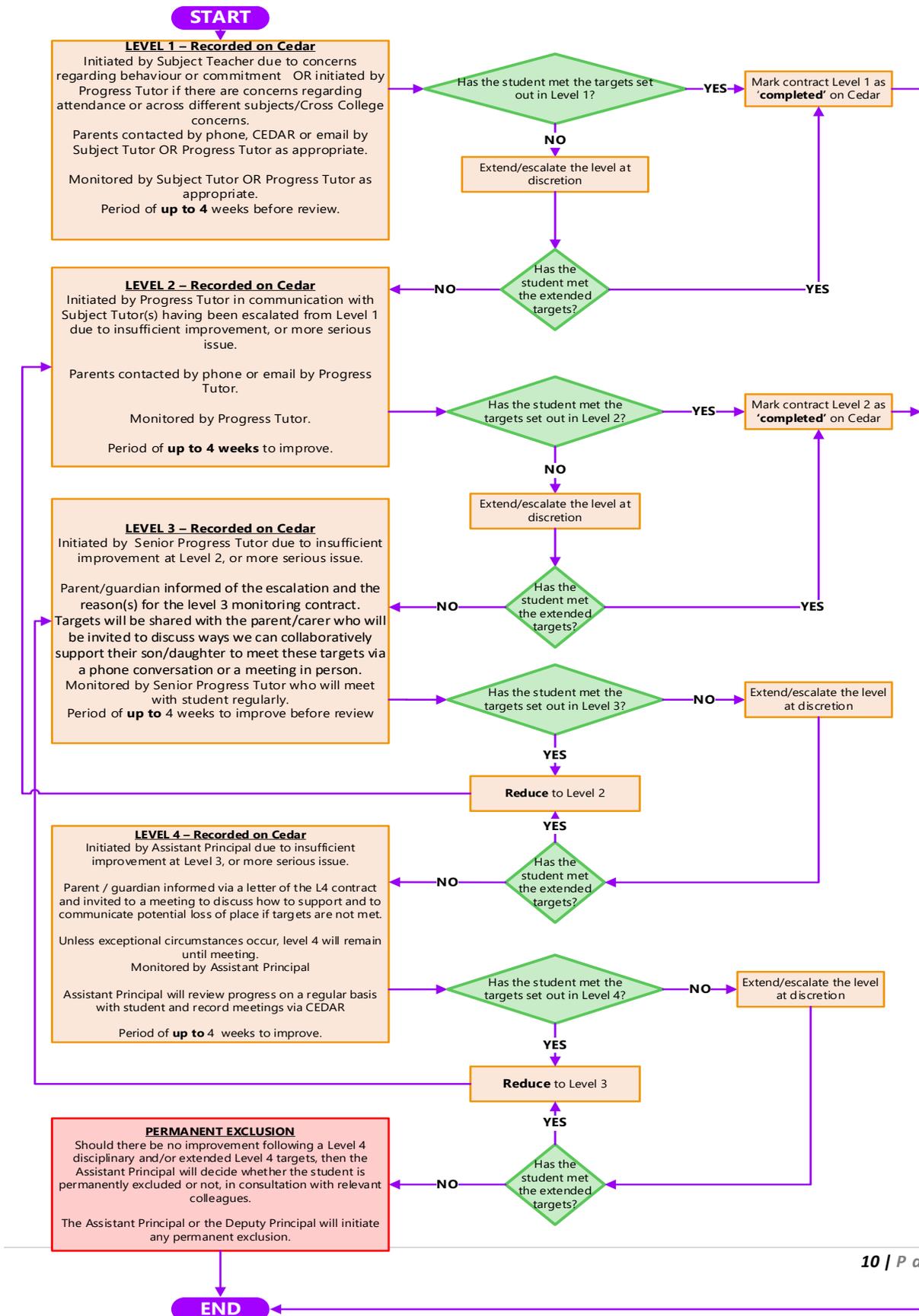
These will all be marked as (A) Authorised not on College business.

A student who is required to self-isolate for Covid 19 related reasons will be marked as (C).

All other absences from lessons or tutorial will be designated as absence and will either be marked as (P) Parentally Explained or (S) Student Explained and these absences will affect the student's overall attendance percentage.

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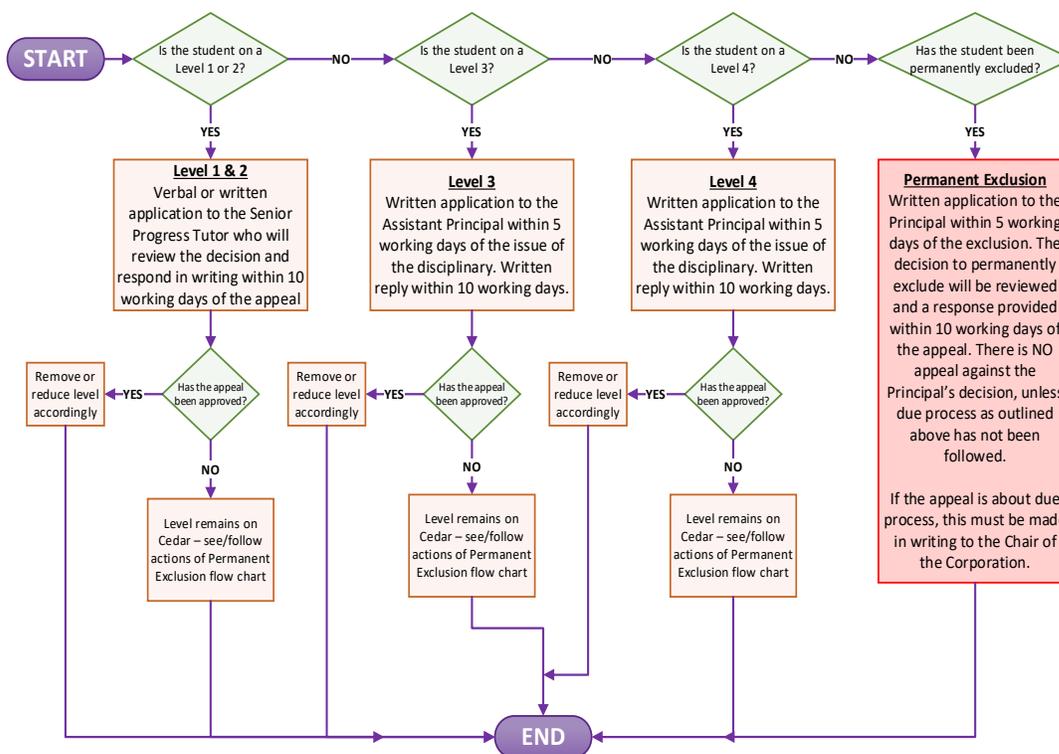


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### Appeals process



#### 4. Review of Policy and communication

The Senior Leadership Team approve this policy. Once approved, staff will be notified of the new policy via the staff news bulletin and the policy will be published on the internal information platform (Moodle) as well as the external College website.

Version	Date	Author(s)	Comments	Approval Route/ Date	Date of Next Review
1	May 2018	Sonia Ross		SLT June 2018	
2	June 2019	Lee Goddard	Revised following release of new Education Inspection Framework	SLT June 2019	
3	December 2019	Lee Goddard	Updated following SLT	SLT December 2019	January 2021

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	(one line added to account for Covid 19 May 2020)		review of good practice		
4	September 2020	Lee Goddard	Updated to include Covid 19 and slight amendment with regards to BTEC deadlines	SLT September 2020	September 2021
5	March 2021	Lee Goddard	Updated to reflect changing job titles within SLT	N/A	September 2021
6	November 2021	Lee Goddard Catherine Cushnie	Annual update	SLT October 2021	September 2022
7	February 2022	Lee Goddard Catherine Cushnie	Updated following a review of practice	SLT February 2022	September 2022
8	July 2022	Lee Goddard Catherine Cushnie	Annual update	SLT July 2022	September 2023

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### Equality Impact Assessment

Question	Response
1. Name of policy being assessed	Behaviour for Learning Policy
2. Summary of aims and objectives of the policy	The purpose of the policy is to clearly identify the standards of behavior expected by the College, and the response should student's fall short of these expectations.
3. What involvement and consultation has been done in relation to this policy? (e.g. with relevant groups and stakeholders)	Working party consisting of AP – Student Support & Guidance, two Heads of Department, a Senior Progress Tutor, Progress Tutor and classroom practitioner as well as discussion at multiple SLT meetings.
4. Who is affected by the policy?	HNC students
5. What are the arrangements for monitoring and reviewing the actual impact of the policy?	The policy will be the basis for all decision making and processes with regards to behavior.  The policy will be reviewed bi-annually.

Protected Characteristic Group	Is there a potential for positive or negative impact?	Please explain and give examples of any evidence/data used	Action to address negative impact (e.g. adjustment made
Disability	Positive Impact	The policy sets out the College's expectations and responses to concerns regarding behavior. There is no positive or negative impact on disability, although individual circumstances will always be considered.	N/A
Gender reassignment	Positive Impact	As explained for disability	N/A
Marriage or civil partnership	Positive Impact	As explained for disability	N/A
Pregnancy and maternity	Positive Impact	As explained for disability	N/A

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<b>Race</b>	Positive Impact	As explained for disability	N/A
<b>Religion or belief</b>	Positive Impact	As explained for disability	N/A
<b>Sexual orientation</b>	Positive Impact	As explained for disability	N/A
<b>Sex (gender)</b>	Positive Impact	As explained for disability	N/A
<b>Age</b>	Positive Impact	As explained for disability	N/A

### Evaluation:

<b>Question</b>	<b>Explanation / justification</b>	
Is it possible the proposed policy could discriminate or unfairly disadvantage people?	The policy describes the processes to ensure that all expected behaviours within the College and clearly identified along with the appropriate responses.	
<b>Final Decision:</b>	<b>Tick the relevant Box</b>	<b>Include any explanation / justification required</b>
1. No barriers identified, therefore activity will <b>proceed</b> .	✓	The basis of the policy and expectations have been discussed with a wide range of staff, students and parents.
2. You can decide to <b>stop</b> the policy or practice at some point because the data shows bias towards one or more groups		
3. You can <b>adapt or change</b> the policy in a way which you think will eliminate the bias		
4. Barriers and impact identified, however having considered all available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy or practice (e.g. in extreme cases or where positive action is taken). Therefore you are going to <b>proceed with caution</b> with this policy or practice knowing that it may favour some people less than others, providing justification for this decision.		

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<b>Reviewed by: (Author)</b>	Lee Goddard Catherine Cushnie
<b>Date:</b>	27/6/22
<b>Review date (if applicable):</b>	July 2023
<b>Approval by: (SLT Review)</b>	Kam Rogerson
<b>Date:</b>	July 2023