Policy/Procedure Name: Positive Behaviour & Support Policy

Policy/Procedure Number: IN001

Date of Approval: September 2025

Review Date: September 2028

Role Responsible: Head of Inclusion

Approved By: Executive Team

Policy Version Control & Worksheet

Please ensure you complete the below table once you have checked this policy, to log acknowledgement of the sign off process.

Name	Date	Comments Made (Y/N)
Christine Ricketts	18/09/25	Yes
Allan Tyrer	18/09/25	No
Sarah Clancey	18/09/25	No
Lorne Richardson	18/09/25	Yes

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Version 1.0	June 2024
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1. Policy Statement

Brooklands Technical College is committed to providing an inclusive and supportive environment for all learners. Our below values guide our approach to performance and conduct.

Be a Champion of growth and success, appreciating the ideas, values and beliefs of everyone.

Be Inspiring,motivate and raise aspirations through sharing good practice, taking risks, innovating and embracing change.

Be Caring, we are compassionate, we foster a safe and supportive environment which enables everyone to grow and flourish.

Be Collaborative, and build high quality, positive relationships to deliver high quality education and skills.

It is College policy that all students at Brooklands Technical College are treated equitably and fairly and that the Performance and Conduct procedures are applied consistently across the College with due regard to the College's Learner Code of Conduct, the College's Health and Safety Policy, Equality and Diversity Policy and the Anti-bullying and Harassment Policy. The balance between positive reinforcement, support and discipline are fundamental to a fair and effective performance and conduct policy.

2. Introduction and Aims

This policy outlines Brooklands Technical College's commitment to fostering a positive, inclusive, and supportive environment for all students. The primary aim is to support students staying at college, completing their courses, and achieving their full potential. Managing student behaviour is viewed as a supportive measure, with actions designed to address and change behaviour positively. This involves a holistic approach that considers all aspects of college life and potential external factors influencing a student's behaviour, including Learning Difficulty & Disability, Social, Economic, and Mental Health needs. The goal is to ensure students are aware of their responsibilities, have opportunities to learn from their behaviour, and make positive changes. In doing so, we are increasing the likelihood that performance and conduct issues are resolved in a timely manner and prevented from escalating into more serious concerns.

3. Principles

The principles underpinning this policy are:

Promotion of Positive Behaviour: Proactive strategies and effective behaviour management techniques are used to prevent inappropriate behaviour. These strategies are aimed at reducing the likelihood of conflict and restoring relationships between staff-students and student-students following performance and conduct concerns.

Shared Responsibility: All staff, both teaching and professional support, have a responsibility to promote positive behaviour and wellbeing through their own conduct and interactions with students. There will be on-going training and development for all staff to ensure they have the up-to-date knowledge and skills to manage behaviour in accordance with this policy.

Clear Expectations: The college has a clear set of expected behaviours, detailed to students during induction and throughout the year, which support College and fundamental British Values.

These are signposted regularly with students so they are aware of their responsibilities to others in the college community.

Consistency: Through adopting a data-driven approach, the college will collect and analyse a wide range of attendance and behaviour data to identify the key drivers of absence, emerging behavioural patterns, and students who require support. This will help to identify individual and cohort barriers to attendance and behaviour, take targeted action, and provide a clear, consistent approach across all areas of the college. Consistency and coherence at a whole-college level are paramount to students being treated fairly, and without prejudice.

Supportive Approach: The policy supports students through a staged series of interventions. The student interventions and review procedures are viewed as a positive process aimed at timely resolutions to difficulties and prevent escalation. The reviews and interventions will consider the student's context and influences. The student intervention and review procedures will provide students with an opportunity to learn from their behaviour and make changes to positive outcomes. It may be appropriate to apply sanctions as part of the support measures where a student has been found to break college and community rules and values.

Relationship Building: Fostering positive relationships between staff and students ensures students feel valued and supported. Actively involving parents / carers and other stakeholders in the assessment and decision-making processes will provide a more comprehensive assessment of needs, as well as practical strategies to support learning at home. Knowing students well informs effective responses to misbehaviour.

Whole-College Ethos: Establishing school/college-wide norms, expectations, and routines supports social and emotional development and creates a positive climate. Policies should be aligned with promoting wellbeing and social, emotional learning.

Integration with Safeguarding: If behaviour concerns identify a safeguarding issue, this is dealt with through the college's safeguarding policy, and safeguarding intervention may form part of the referral process.

4. Universal and Targeted Approach

The college employs both universal and targeted approaches to support all students and address behaviour.

Universal Offer (Stage 0: Thriving): This is the baseline for all students, focusing on promotion and prevention. This includes:

- Promoting positive relationships.
- Ensuring all students have access to high-quality teaching. Good teaching for pupils with SEND is no different from good teaching generally, incorporating inclusive strategies like scaffolding and enabling active participation.
- Adopting a positive and proactive approach to behaviour. This includes encouraging and rewarding positive behaviour, explicitly prompting, modelling, and reinforcing positive behaviours, and using classroom management strategies. Simple approaches like greeting students positively can also have a positive impact.
- Teaching learning behaviours alongside managing misbehaviour. This focuses on developing skills like paying attention and perseverance.
- Integrating Social and Emotional Learning (SEL) skills through whole-college ethos and activities. This can involve teaching core competencies like self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

- Consistent application of clear behaviour policies.

Targeted Approach (Graduated Response): For students whose behaviour requires additional support, the college employs a staged referral process. This approach is tailored to individual needs. The level of support escalates based on the persistence and seriousness of concerns. This process is described in detail below.

5. Reporting Incidents and Concerns

Any member of the college community can complete an online Cause for Concern form on ProMonitor to report a concern about any student's behaviour. In most cases, the member of staff initially dealing with the concern should complete this form. If the problem persists or expected standards are not met, completed forms are sent electronically to the relevant Course Tutor and the Student Inclusion Mentors for central recording and monitoring, with copies also sent to Programme Managers.

6. Dealing with Behaviour Incidents: The Referral Process

Upon receipt of a Cause for Concern form, the Course Tutor (or equivalent) will initiate the referral process or meet informally with the student. A decision will be made regarding the appropriate referral stage, and a meeting arranged within 10 working days. Students may begin the process at higher stages depending on the seriousness of the problem.

The process follows a graduated response which can be seen on the process in the next section.

SUPPORT STAGE	CAUSES	OUTCOMES & ACTIONS	REVIEW
0. Universal Offer (Thriving)	N/A	All staff are responsible for creating a college environment where students feel a sense of community and belonging through fostering positive interactions with students. Course Tutors are responsible for communicating and enforcing clear expectations and providing feedback on a student's progress and behaviour through 'Progress reviews' and 'Parent reports'. Rewards & Celebrations	Surveys: understand why students are thriving. Learner voice activity throughout the academic year.

| 1 Emerging Needs | Persistent 'Low level concerns' [X] no. of 'Low level concerns'

(Examples of 'low level concerns' include refusing to take part in lessons, preventing others from learning through disruption, failure to follow staff instructions, rudeness, poor attendance/punctuality). | Intervention meeting chaired by the Course Tutor with the student [and reporting staff] <5 days after 'incident'

Tutor completes 'Support plan' with targets to resolve presenting issues:
● Academic / ALS
● SEMH

Phone NoK – information gathering about history of behaviours & triggers

Support plan is recorded on ProMonitor | Tutor reviews the support plan 2 weeks after the intervention meeting:
● If targets achieved, then move the student back to Universal offer
● If targets are partially achieved, then a further 2-week review is implemented
● A maximum of two reviews can be implemented, after which the student is assessed for increased level of support
● If problem persists / targets not met, then student is assessed for increased level of support

Log student on Department 'At Risk' tracker

Students on 'At Risk' tracker will be reviewed by 3 weekly student support services (Curriculum, Safeguarding, ALS, Inclusion) |
| **Student support interventions will be reviewed before progressing to the next stage of support** | | |

2. Early Targeted Support	Not responding to 'Early interventions' (continued low-level concerns) [X] no. of 'Low level concerns' OR 'Medium level concerns' ('Medium level concerns' include bringing the college into disrepute, academic dishonesty/plagiarism, abuse/harassment, serious disruptive behaviour, behaviour likely to cause accident/injury, theft/fraud, inappropriate internet/phone use, behaviour resulting from use of drugs/alcohol, bullying/intimidation)	Intervention meeting chaired by the Programme Manager with the student [and Course Tutor] <10 days after 'incident'. Report will be given to Chair by Course Tutor 1 working day before the meeting. Tutor completes 'support plan' with phone call & email to Next of Kin (NoK) to agree the support plan. Support plan is recorded on ProMonitor. Added to Student Inclusion officer caseload.	Tutor / Programme Manager review the support plan 2 weeks after the intervention meeting: ● If targets achieved, then move the student back to Stage 1 or removed altogether ● If targets are partially achieved, then a further 2-week review is implemented ● A maximum of two reviews can be implemented, after which the student is assessed for increased level of support ● If problem persists / targets not met, then student is assessed for increased level of support Log student on Department 'At Risk' tracker Students on 'At Risk' tracker will be reviewed by 3 weekly student support services (Curriculum, Safeguarding, ALS, Inclusion).

Student support interventions will be reviewed before progressing to the next stage of support

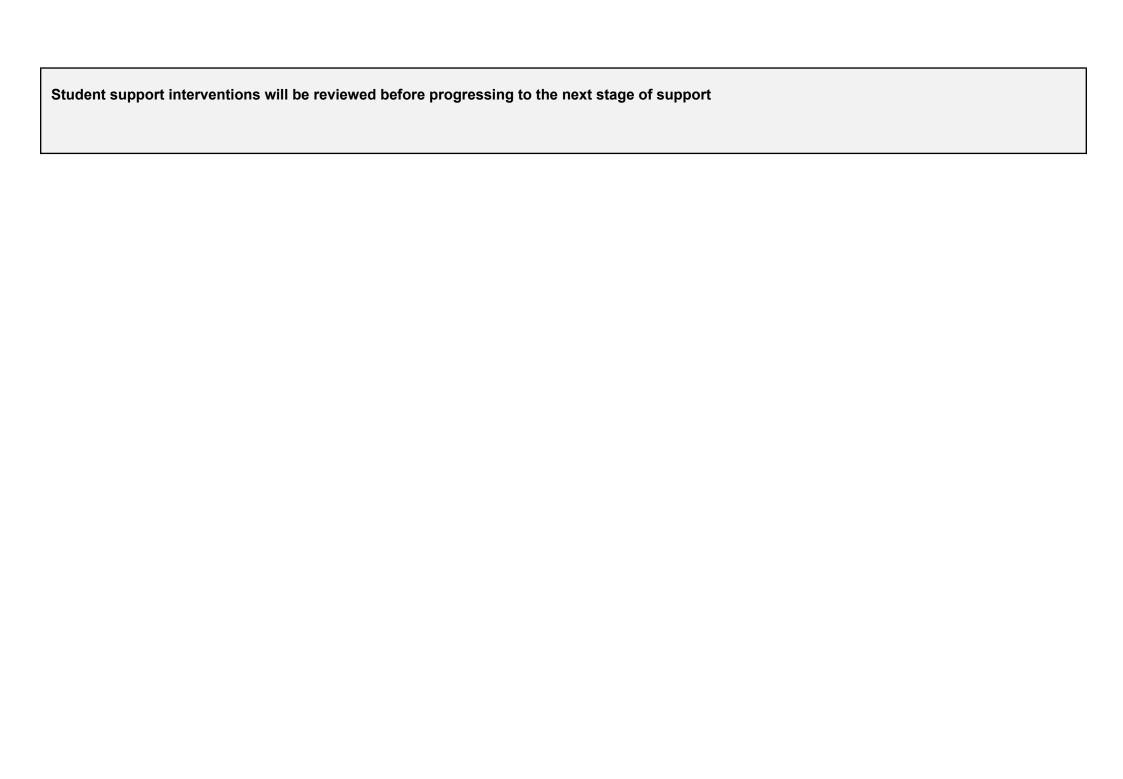| 3. Intensive Targeted Support | Not responding to 'Early Targeted support' (continued low-level concerns).

OR

'High level concerns'

('High level concerns' include assaulting staff/other learners, promotion/selling of drugs, possession of offensive weapons, arson, sexual abuse, other criminal activity). | Intervention meeting chaired by the Director with the student, parent / guardian (if under 18) [and Tutor] <10 days after 'incident'.

Report will be given to Chair by Tutor 1 working day before the meeting.

Course Tutor / Student Inclusion Mentor completes 'extended support plan' with options discussed and agreed with the student and NoK. Range of student support services review 'fitness to study' and consideration of temporary withdrawal.

Extended support plan is recorded on ProMonitor and decision given at the conclusion of the meeting or <5 working days.

Mentoring by Student Inclusion Mentor commence. | Tutor / Director / Programme Manager review the support plan 2 weeks after the intervention meeting:

If targets achieved, then move the student back to Stage 2 or removed altogether

If targets are partially achieved, then a further 2-week review is implemented

A maximum of two reviews can be implemented, after which the student is assessed for increased level of support

If problem persists / targets not met, then student is assessed for increased level of support

Log student on Department 'At Risk' tracker

Students on 'At Risk' tracker will be reviewed by 3 weekly student support services (Curriculum, Safeguarding, ALS, Inclusion). |

Student support interventions will be reviewed before progressing to the next stage of support

| 4. High Risk of NEET | 'High level concerns'

(Student not responding to Stage 3 interventions or continues to have 'High level concerns'. Concerns around a student's Fitness to Study are central here). | Intervention meeting chaired by the Director with the student, parent / guardian [and SIM / Tutor] <10 days after 'incident'.

Report will be given to Chair by Course Tutor 2 working days before the meeting

The Director presents evidence; the student has the opportunity to present evidence. A range of student support services review 'fitness to study' and consideration of temporary or permanent exclusion.

Extended support plan is recorded on ProMonitor and decision given at the conclusion of the meeting or <5 working days

Mentoring by Student Inclusion Mentor & External agency support | Tutor / Director reviews the support plan 2 weeks after the intervention meeting:

● If targets achieved, then move the student back to Stage 3 or removed altogether
● If targets are partially achieved, then a further 2-week review is implemented
● A maximum of two reviews can be implemented, after which the student is assessed for increased level of support
● If problem persists / targets not met, then student is assessed for increased level of support

Log student on Department 'At Risk' tracker

Students on 'At Risk' tracker will be reviewed by 3 weekly student support services (Curriculum, Safeguarding, ALS, Inclusion)

Risk assessment is conducted to assess whether any additional internal and external support would positively impact learner engagement, or the college cannot meet the required level of need

The student is notified of the decision at the meeting or in writing within 5 working days, with a copy sent to NoK where appropriate |

SEND & 14- to 16-year-old learners	IMPORTANT: Ensure all 14 – 16 and SEND learners are accompanied by an appropriate adult (parent/carer). Check with the 14-16 administrator if the learner is on a school roll. If on school roll, contact must be made with the relevant person at the school to advise of any/all meetings that are taking place. The school may wish for a representative to attend the meeting. The Safeguarding Team should attend if appropriate.
18+	Parents/carers of learners aged under 18 at the start of their course will be informed of performance and conduct disciplinary matters. Once a learner becomes 18 they may request that parents/carers are not informed.
ESOL	Learners who require language support may benefit from being accompanied by an interpreter during the suspension period.

*If a student fails to attend a meeting, the Chair decides if it proceeds in their absence or is rescheduled [once].

Permanent Exclusions

Student behaviour, in all instances will be dealt with by staff, following the Positive Behaviour and Support Policy to ensure consistency of practice and to reduce the number of incidents that escalate to stage 4. In situations where gross misconduct has occurred, for the safety and security of staff and students, it may be necessary to suspend or permanently exclude a student. Examples of gross-misconduct are listed in the table appendix 1.

If a student is to be suspended or permanently excluded, the Parents or Carers will be notified in writing and by telephone and invited to a formal meeting with a Faculty Director to discuss what has happened and why the decision has been taken.

Appeals

If a student wishes to appeal against a Performance and Conduct outcome they must do so within 10 working days from the date of the letter notifying them of the outcome. Following an appeal, an appeal meeting must take place (letter AH1) with the appeal heard at the appropriate level. Valid reasons for an appeal may be that:

- there has been a procedural error and the learner Performance and Conduct Procedure has been unfairly applied or has been contravened in some way;
- the sanction is disproportionate to the nature of the offence;
- that new evidence has come to light since the Performance and Conduct meeting that may affect the outcome.

APPENDIX 1: Definitions of Graduated Response for Behaviour:

Low level concerns	Medium level concerns	Gross- misconduct
Refusing to take an active part in all lessons identified within the programme of learning	Bringing the College/department into disrepute	Assaulting member of staff or other learner
Preventing others from learning through persistent disruption	Intentional cheating and plagiarism – copying from other learners, from the internet or other sources and presenting as own work	Promotion or selling of drugs
Failure to follow a staff members' reasonable instruction	Abuse or harassment as defined in the College's code of conduct - including online abuse or harassment to other learners or staff	Possession of offensive weapons
Rudeness, inconsiderate behaviour	Serious disruptive or offensive behaviour	Sexual abuse
Misuse of College IT equipment and inappropriate use of IT and social media	Behaviour likely to cause accident or injury to themselves or others	Arson
Persistent non-compliance with dress code (including ID badge and adherence to health & safety practices)	Theft or fraud	Other Criminal activity
Defiance against College values, policies and code of conduct on College premises (including break times)	Inappropriate use of the internet and online or phone communications including accessing or transmitting material which is considered by the College to be obscene, abusive, sexist, homo/bi/transphobic, racist, defamatory or in any other way likely to cause offence	
Inappropriate language to staff and others	Inappropriate behaviour resulting from the use of recreational drugs or alcohol or the possession of them	

Poor attendance and punctuality	Bullying and/or intimidation of staff or learners	
Unprofessional behaviour within commercial/ professional setting	Drug Paraphernalia (Grinder)	
Unauthorised absences from work placement		

*Note: this is not an exhaustive list of behaviours.

APPENDIX 2: Summary of Graduated Response

Causes	Impact	What we will do (intensifying support)	Review
0. Universal offer (Thriving)			
Consistently good behaviour / infrequent low level concerns	Students who meet college behaviour expectations have the best chances to: - Achieve outstanding progress - Access the best potential opportunities in college and beyond - Develop personally & socially	Rewards & Celebrations from Course Tutor	NA
1. Emerging Needs			
Cause for Concerns for behaviour / performance below college expectations	Behaviour / performance at this level requires review, to support students to avoid: - Underachieving in some or all areas of study - Having difficulties progressing to further study & employment	Meeting chaired by Course Tutor **Students will be:** - set a target to improve behaviour - regular 1:1 meeting with course tutor in PD session - supported by in-house services to address behaviour - praised for making positive changes - placed on 'At Risk' report to track progress **Parents will be:** - phoned to discuss behaviour / performance for information gathering about support needs	Course Tutor conduct a 2-week review: - If targets achieved, move back to Universal offer - If targets partially achieved, then a further 2-week review (maximum of 2 reviews) - If problem persists, targets not met, student assessed for increased level of support

2. Early Targeted Support			
Persistent 'Low level concerns' OR 'Medium level concerns'	Behaviour / performance at this level is a medium level concern, and requires internal support so students avoid: - Underachieving in some or all areas of study - Having difficulties progressing to further study & employment	Meeting chaired by Programme Manager **Students will be:** - set a target to improve behaviour - regular 1:1 meeting with Mentor - supported by in-house services to address behaviour - praised for making positive changes - placed on 'At Risk' report to track progress **Parents will be:** - phoned to discuss behaviour / performance and agree what further support might be deployed	Tutor / Programme Manager conduct a 2-week review: - If targets achieved, move back towards Universal offer - If targets partially achieved, then a further 2-week review (maximum of 2 reviews) - If problem persists, targets not met, student assessed for increased level of support
3. Intensive Targeted Support			
Not responding to 'Early Targeted support' (continued low / medium-level concerns) OR 'High level concerns'	Behaviour / performance at this level is a high level concern, and requires internal / external support so students avoid: - Underachieving in some or all areas of study - Having difficulties progressing to further study & employment	Meeting chaired by Director **Students will be:** - set a target to improve behaviour - regular 1:1 meeting with Mentor - supported by in-house / external services to address behaviour - praised for making positive changes - placed on 'At Risk' report to track	Tutor / Programme Manager / Director conduct 2-week review: Intervention meeting chairs by Director with student, parent/guardian (if under 18) and tutor <10 days after 'incident'. Report will be given to Chair by Tutor, one working day before the meeting. Course Tutor/Student Inclusion mentor completes 'extended

		progress

Parents will be:

- invited to meeting to explore support needs and next steps | support plan, with options discussed and agreed with the student and NoK. Range of student support services review 'fitness to study' and consideration of suspension.

Extended support plan is recorded on ProMonitor and decision given within 5 working days.

Mentoring by Student Inclusion Mentor commences.

Tutor/programme manager review the support plan 2 weeks after the intervention meeting.

If targets achieved, them move the student back to Stage 2 or removed altogether.

A maximum of two reviews can be implemented, after which the student is assesses for increased level of support.

If problem persists/targets not met, then student is assessed for increased level of support.

Log student on Department 'at risk' tracker.

Students on 'At Risk' tracker will be reviewed by 3 weekly student support |

			services (curriculum, safeguarding, ALS and inclusion)
4. High Risk of NEET			
'High level concerns'	Behaviour / performance at this level is a high level concern, and requires support so students avoid: - Underachieving in some or all areas of study - Having difficulties progressing to further study & employment Student will be risk assessed to see if the college can meet the required level of need	Meeting chaired by Director **Students will be:** - set a target to improve behaviour - regular 1:1 meeting with Mentor - supported by in-house / external services to address behaviour - praised for making positive changes - placed on 'At Risk' report to track progress **Parents will be:** - invited to meeting to explore support needs and next steps	Tutor / Programme Manager conduct 2-week review: - If targets achieved, move back towards Universal offer - If targets partially achieved, then a further 2-week review (maximum of 2 reviews) - If problem persists, targets not met, student assessed for increased level of support OR the college cannot meet the required level of need

Policy Schedule Of Changes

This document outlines the proposed changes to Artificial Intelligence (AI) Use in Assessment Policy and the timeline for their implementation. It serves as a centralised reference point for all stakeholders involved in the policy revision process to highlight all key changes.

This document must be completed ahead of any policy review or approval. Changes should be listed clearly, and concisely for timely review by the Policy and Standards Group.

Policy Name	Change Description	Date
Positive Behaviour & Support Policy	New logo and formatting. New policy to replace the learner performance and conduct policy with a new framework.	18/08/2025
Positive Behaviour & Support Policy	Revisions relating to adding in exclusions, and a new appendix outlining the steps in each offer. Definitions added as an appendix to support the new policy.	16/09/2025