

TITLE: Student Behaviour and Disciplinary Policy	REF: LS002	VERSION: 3
APPROVAL BODY: Corporation	DATE: 09 December 2019	REVIEW DATE: 26 May 2020
LEAD PERSON: Group Director of Student Services		
VERSION	REVIEWER/APPROVAL	REVIEW NOTES
1. 12.07.16	Group Director of Marketing and Customer Experience	Full Review
2. 22.10.18	Group Executive Team Corporation	Full Review alignment with Bracknell and Wokingham College process
3. 09.12.19	Group Director of Student Services	Extension of review date

BEHAVIOUR AND DISCIPLINARY POLICY

Background

At Activate Learning our mission is to transform lives through learning. We achieve this by creating learning programmes to develop skills and behaviours that prepare people; for higher education and further training, apprenticeships or employment, with an overall aim of learners achieving meaningful sustainable employment or self-employment, not just on completion of their programme, but throughout their careers. A core element of employability is the ability to demonstrate the professional standards of behaviour and the discipline that apply in any workplace and are fundamental to employability.

Our Learning Philosophy recognises that people learn and develop best when they feel emotionally secure and when they work in a safe environment. High standards of discipline and behaviour contribute to a safe and secure environment where learners can concentrate on their learning and development. Good discipline helps ensure that Activate Learning meets its legal and moral duty to ensure that learners and staff are kept safe and safeguarded.

Purpose

The purpose of the policy is to clarify

- The standards of behaviour expected of learners
- What to do if learner's behaviour falls below the expected standards and to deal with matters consistently, respectfully, fairly and in a way proportionate to the offence.

Scope

- This policy applies to all learners at Activate Learning whether on campus, in the workplace or off-site where the learner is recognised as a member of Activate Learning.
- The policy may be adapted by agreement with higher education partner organisations, employers or other partners where their standards require tighter controls.
- All 14-16 year old disciplinary matters are dealt with in line with the 14-16 Behaviour management procedure and home school (this excludes electively home educated learners which come under this policy)

Policy Statement

1. Activate Learning is committed to developing learners' employability skills which includes being able to demonstrate appropriate professional standards and conforming to high standards of behavior.
2. The Activate Learning Standards of Behaviour are for learners and staff. They outline the four key behaviours which distinguish Activate Learning as a community of successful learners. These behaviours are aspirational and drive how we recruit, manage and develop people. Learners on study programmes have agreed to meet these standards on enrolment and have either seen or signed a learner contract to:

TAKE RESPONSIBILITY, doing what we say we are going to do by:

- a. planning ahead
- b. staying focused
- c. meeting deadlines

EARN RESPECT, being positive with each other by:

- d. listening attentively
- e. being honest

AIM HIGH, going further by:

- f. setting challenging goals
- g. learning from mistakes
- h. improving continually

MAKE IT HAPPEN, by:

- i. taking initiative
- j. inspiring each other to meet all these standards

3. The Code of Conduct contains the rules of the organisation and sets out the minimum expectations of learners. Learners are advised about and signposted to the code of conduct during enrolment and their start of programme to confirm their agreement to abiding by the rules and their understanding that any breach of the code will result in disciplinary action.

The Code of conduct includes (non-exhaustive);

When **learning**, you have agreed to:

- Attend all lessons and exams, unless the absence is authorised
- Arrive on time and with the right equipment
- Complete assignments on time, without cheating, copying or plagiarising
- Remove hats in class or study centres
- Not eat or drink in class or study areas, apart from water, and keep mobile devices on silent mode in those areas.
- Not use headphones or audio devices during a taught learning session without permission.
- Adhere to the health and safety regulations

About campus, you have agreed to:

- Carry out all reasonable instructions from any member of staff
- Wear your ID card visibly at all times
- Not carry or use illegal drugs, equipment for drug use, weapons or alcohol, or ask anyone else to do this
- Pay attention to your own and other's health and safety
- If a smoker, use the designated smoking areas, including for e-cigarettes
- Not litter or spit
- Treat the campus with care and respect
- Keep hoods down and/or remove hats
- Not film or make an image of another person without their explicit consent

In your **general behaviour**, you have agreed to:

- Behave in a thoughtful, considerate and responsible manner
 - Not use bad language
 - Not bully, harass or offend anyone in person or online
 - Not damage the good reputation of Activate Learning through any bad behaviour on or off campus, including online behaviour.
 - Follow the learner IT regulations
 - Not to give false information or forge documents
 - At Activate Learning the emphasis is on developing and educating learners to recognise and learn to adopt appropriate professional standards and behaviours.
4. It is the responsibility of every member of staff to recognise and challenge behaviour that falls below the agreed standards and refer these to the learner's faculty, tutor or Student Support/services team.
 5. Learners, visitors, contractors and volunteers within Activate Learning and Activate Apprenticeships have a responsibility to bring behavioural issues to the attention of staff members.
 6. If a learner's behaviour falls below the expected standard, responsive action is always taken, and done so swiftly.
 7. Clear disciplinary procedures are in place to deal with behavioural issues and these are followed consistently. These include
 - Procedure for a lapse in behaviour – Appendix 1
 - Procedure for a misconduct – Appendix 2
 - Procedure for dealing with an incident and investigation – Appendix 3
 - Procedure for appeals against exclusion – Appendix 4
 8. Disciplinary outcomes are commensurate with the offence. For one-off or less serious behavioural issues, learners are given a reasonable opportunity to learn from their mistakes and they are given an action plan with targets for improvement, together with information about the consequences of not meeting the targets. Targets are always reviewed through the lapse in behaviour and misconduct process.
 9. In the case of repeat lapses in behaviour or misconduct, a misconduct meeting is organised where the learner may be deemed unfit to remain part of Activate Learning or Activate Apprenticeships and may be suspended pending investigation or excluded (permanently).
 10. Activate Learning and Activate Apprenticeships seeks to work with local agencies to refer

learners who are excluded.

11. If a learner compromises the safety of others, they are suspended by a manager/director/head of department and disallowed from returning to college pending an investigation.
12. If a learner is excluded following a misconduct hearing, they may not be readmitted during that academic year and thereafter only in exceptional circumstances.
13. In tackling disciplinary issues, Activate Learning actively involves and communicates with the learner's Parent if they were under 18 on 31 August, or with their employer if they are sponsored by their employer and permission has been obtained through enrolment on the learning programme.
14. In applying the disciplinary policy, due regard is given to the learner's personal circumstances including their health, learning difficulties or disabilities and their family situation.
15. If a learner's behaviour falls outside the law, consideration will be given as to whether this requires reporting to the police or another external agency for investigation/support. This will not prevent Activate Learning from taking its own disciplinary action in the meantime.
16. Activate Learning co-operates fully with police on crime or suspected crime.
17. If a learner is excluded, no fee refund applies.
18. Learners have the right to appeal against exclusion and do so by writing to the Executive Director of Faculty/Assistant Principal within ten working days of receipt of the correspondence giving the original decision.
19. Learners' first six weeks at college constitutes a probationary period; during which, disciplinary procedures are issued at increased speed to ensure that timely resolution of support needs, learning programme transfers or withdrawals take place.
20. Decisions made by Faculty Manager/Directors/Heads of Department are based on principles of natural justice, reached on "probability" rather than "proof beyond reasonable doubt".
21. In incidents where any member of the organisation or public within an Activate Learning owned property is at risk of harm, trained staff may be required to use reasonable force to restrain individuals intending to cause harm to others. Parents will be informed immediately if the individual is under the age of 18 on 31 August.
22. Activate Learning will do its utmost to deal quickly with disciplinary matters. However, this may not always be possible due to the requirement of a thorough investigation. The priority of the organisation is to conduct the most thorough investigation possible and ensure all members of the college and community are safeguarded.

Note: Regarding all points raised above, working days mean Monday to Friday during term-time.

Responsibilities

All staff members have a responsibility to;

- Monitor learners' behaviour and intervene if they observe a learner breaking the code of conduct
- Report the learner to the Tutor, Faculty Coordinator, another member of the Faculty or Student Support/Services team.

Tutors have a responsibility to;

- support the learner to achieve high standards of behaviour
- ensure learners understand behavioural expectations
- monitor learners behaviour
- deal with lapses in behaviour, set targets, provide support interventions
- review progress and refer to the Faculty Manager/Head of Department if insufficient progress is made
- liaise with parents about tutees' behaviour (if learner was under 18 on 31 August or with consent from the learner)
- Ensure that disciplinary notes are recorded on ProMonitor and communication is had with learners.

Faculty Managers/Heads of Department have a responsibility to

- keep an overview of learners' behaviour in the faculty
- lead on the procedures for dealing with a misconduct
- make decisions following disciplinary meetings, ensuring that actions are followed through
- refer recommendations to exclude to the Director of Faculty/Assistant Principal
- Ensure that disciplinary notes are recorded on ProMonitor.

Faculty Directors/Heads of Department have a responsibility to ratify recommendations to exclude or refer back to the Faculty Manager/Heads of Department for further action.

Executive Directors of Faculty/Assistant Principal have a responsibility to hear appeals against exclusion.

Associated Policies

- Equality and Diversity Policy
- Data Protection Policy
- Safeguarding Policy
- Criminal Convictions policy
- Search Policy
- Fitness to Study Policy

References

- Appendix 1 Procedure for Lapse in behaviour
- Appendix 2 Procedure for Misconduct
- Appendix 3 Procedure for Incident and Investigation
- Appendix 4 Procedure for appeals against exclusion
- Appendix 5 Incident form

Appendix 1 - Procedure for a lapse in behaviour

When does this apply?

This is the disciplinary procedure for minor misdemeanours, when the learner has a lapse in behaviour due to a breach in behavioural expectations.

Examples

- Inappropriate language
- Inconsiderate, immature or disruptive behaviour
- Lack of respect and not upholding college values
- Missed deadline
- Lack of effort with academic performance
- Unintentional failure to wear the ID card and lanyard
- Does not observe the health and safety regulations
- Does not keep to agreed classroom rules
- Disrespectful to the campus environment

Outcome

- The learner receives an action plan which details SMART targets to improve performance, the support interventions that the tutor will arrange, the date for review, and the consequences of not making sufficient progress at the review.

Who may be involved?

- Tutor
- Learner
- Group Administration
- Student Support/Services
- Employer
- Parent

The procedure is led by the tutor with support from Group Administration. The Lapse in behaviour meeting is attended by the learner and student support/services, if appropriate.

Possible outcomes

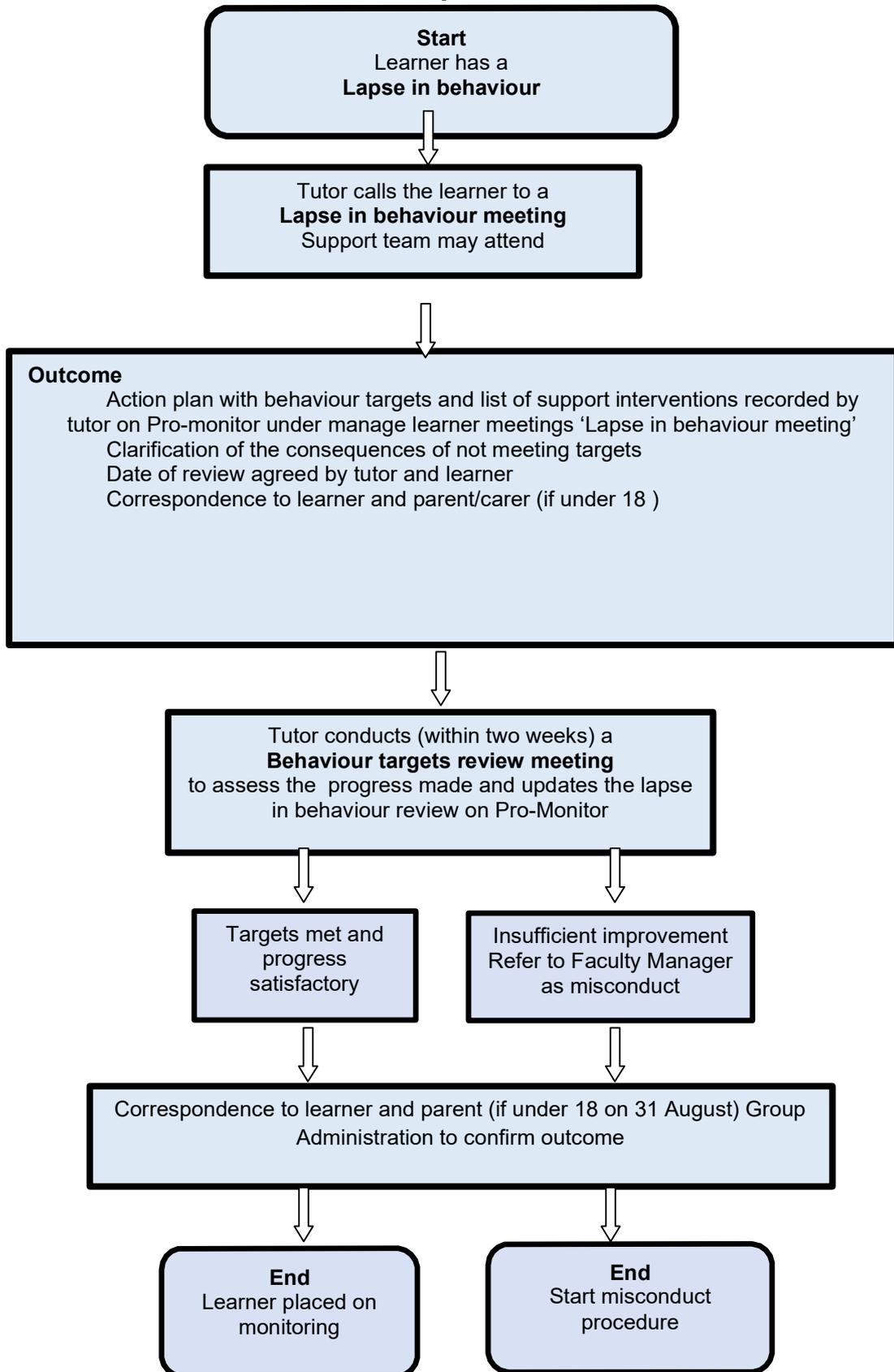
Tutor and learner meet and discuss lapse in behaviour, targets for improvement, support interventions, date of review consequence of not meeting targets.

Actions

- The tutor calls a meeting with the learner and invites student support/services, if appropriate.
- The Lapse in behaviour is outlined by the tutor to the learner
- The tutor and learner agree;
 - targets for improvement
 - support interventions
 - the date of review (within two weeks)

- the consequence of not meeting the targets (which can escalate to a misconduct disciplinary)
- The tutor updates the learner's ProMonitor record under: Manage Learner Meetings – 'Lapse in behaviour meeting'.
- If the learner was under 18 on 31 August, the personal tutor requests correspondence from Group Administration to go to the parent/carer and learner to outline;
 - the disciplinary offence,
 - the targets for improvement
 - the support interventions
 - the date of review
 - the consequences of not meeting the targets.
- If the learner was over 18 on 31 August, the personal tutor requests correspondence from Group Administration to go to the learner to outline;
 - the disciplinary offence,
 - the targets for improvement
 - the support interventions
 - the date of review
 - the consequences of not meeting the targets.
- The tutor convenes the review meeting on the date agreed to review the achievement of targets. There are two outcomes:
 - a) The learner has made good progress and continues to be monitored by the tutor
 - b) The learner has made insufficient improvement and the matter is escalated to the level of misconduct. The tutor informs the Faculty Manager/Head of Department who takes this forward under the misconduct procedure.
- The tutor updates the learner's ProMonitor record under Manage Learner Meetings – 'Lapse in behaviour review meeting'.
- Faculty request correspondence to be sent out through Group Administration confirming the outcome of review meeting.
- If the learner was under 18 on 31 August , the personal tutor requests correspondence from Group Administration to go to the parent/carer and learner to outline;
 - Lapse in behaviour outcome
 - Next stage
 - Date of next meeting if applicable
- If the learner was over 18 on 31 August, the personal tutor requests correspondence from Group Administration to go to the learner to outline;
 - Lapse in behaviour outcome
 - Next stage
 - Date of next meeting if applicable

Procedure for Lapse in Behaviour



Appendix 2 - Procedure for Misconduct

When does this apply?

This is the disciplinary procedure when a learner has misconduct in breach of the code of conduct, or is strongly suspected of doing so.

Examples;

- Intentionally setting off a fire alarm and/or extinguisher
- Fighting
- Anti-social behaviour
- Abusive on social media
- Bullying incidents
- Failure to improve behaviour after a lapse in behaviour
- Refusal to wear or repeated incidents of not wearing ID and lanyard
- Repeated unauthorised absences
- Ongoing failure to complete work
- Possession or suspected possession of prohibited items
 - knives or weapons
 - alcohol
 - illegal drugs
 - stolen items
 - fireworks
 - pornographic images
 - any article that the member of staff reasonably suspects has been, or is likely to be, used to; commit an offence, or to cause personal injury to, or damage to the property of, any person (including the learner).

The outcomes of the process are commensurate with the level of misconduct.

In some cases the misconduct or suspected misconduct necessitates an investigation before the disciplinary meeting can take place.

Who may be involved?

- The Faculty Manager/Head of Department
- The learner
- Parent
- The Tutor
- The Investigating Officer
- Duty Manager
- Witnesses
- Student Support/Services
- Group Administration

Possible outcomes

- No case to answer.
- The learner receives an action plan which details SMART targets to improve performance and the support interventions that the Faculty Manager/Head of Department will put in place. Progress against the targets is reviewed within two weeks and will be excluded if insufficient progress is made
- The learner is suspended
- The learner is excluded.

Actions

The procedure is led by the Faculty Manager/Head of Department with support from the Group Administration team and Student Support/Services. In complex cases, the Faculty Director/Assistant Principal may take the lead.

Preparation

- Decide whether the meeting will require a panel to make the disciplinary decision and whether this should be chaired by the Faculty Manager/Head of Department or the Faculty Director/Assistant Principal
- Involve the tutor and ascertain whether the learner requires support
- Set the date, time and location for the meeting and arrange a minute taker through Group Administration

Group Administration will;

- Send an invitation in writing with at least five days' notice to;
- the learner
- At the learners request invite an advocate
- The parent if learner was under 18 on 31 August
- the tutor
- other panel members including support staff, if appropriate

The correspondence confirms:

- the purpose of the meeting and who will be present
- the allegations made and provide copies of any evidence to be considered
- the possible outcomes
- that the learner may bring to the meeting a written statement outlining their Perception of the event.
- If a learner notifies in advance that they are unable to attend, one further attempt is made to
- reschedule the disciplinary meeting so that the learner can attend.
- In the event of a learner's non-attendance, a panel will make a decision based on the evidence before it.

(Note: in extenuating circumstances where all parties agree and sufficient investigation has occurred, the misconduct meeting could happen much sooner. This may be vital in situations such when a learner is required to be back on site for examinations).

During the meeting;

- Ensure minutes are taken by a member of college staff
- Introduce all present and confirm the purpose of the meeting
- Detail the allegations against the learner
- Call for and review the evidence, which will be provided by the investigating officer if an investigation has been conducted

- Invite the learner to give their account
- Call for any other representations
- Summarise the meeting and ensure the learner understands the possible outcomes

After the meeting

- Confirm the outcomes verbally either immediately or shortly after the meeting and follow this up in writing through Group Administration.

The outcomes are:

a) No case to answer

- The Faculty Manager/Head of Department sends all information and requests that Group Administration to correspond with the learner and parent (if they were under 18 on 31 August) to confirm the decision.
- The Faculty Manager/Head of Department confirms outcome of meeting on Promonitor
- Group Administration records this communication on Pro-monitor.

b) Exclusion

- The Faculty Manager/Head of Department makes a recommendation to the Director of Faculty/Assistant Principal to exclude the learner.
- The Director of Faculty/Assistant Principal either upholds the decision or decides that the learner should have an action plan for improvement.
- The Faculty Manager/Head of Department sends all information and requests that Group Administration corresponds with the learner and parent (if the learner was under 18 on 31 August).
- The Faculty Manager/Head of Department sends all information and requests that Group Administration corresponds with the learner (if the learner was over 18 on 31 August).
- Post exclusion - It is the responsibility of the Faculty Manager/Head of Department to
 - Refer student for Careers Advice and Guidance
 - Update Pro-monitor under Manage Learner Meetings – choose ‘misconduct meeting’
 - Complete withdrawal form

c) Action plan for improvement

- The Faculty Manager/Head of Department and learner agree
 - the targets for improvement,
 - the support interventions
 - the date of review (within two weeks)
 - the consequence of not meeting the targets
- The Faculty Manager/Head of Department updates the learner’s ProMonitor record
 - Manage Learner Meetings – choose ‘misconduct meeting’
- The Faculty Manager/Head of Department sends all information and requests that Group Administration corresponds with the parent and learner (if the learner was under 18 on 31 August) to confirm:
 - the outcome
 - the targets for improvement
 - the support interventions
 - the date of review

- the consequences of not meeting the targets.
- The Faculty Manager/Head of Department sends all information and requests that Group Administration to correspond with learner (if the learner was over 18 on 31 August) to confirm:
 - the outcome,
 - the targets for improvement,
 - the support interventions
 - the date of review
 - the consequences of not meeting the targets

When there has been an action plan for improvement as a result of the misconduct meeting:

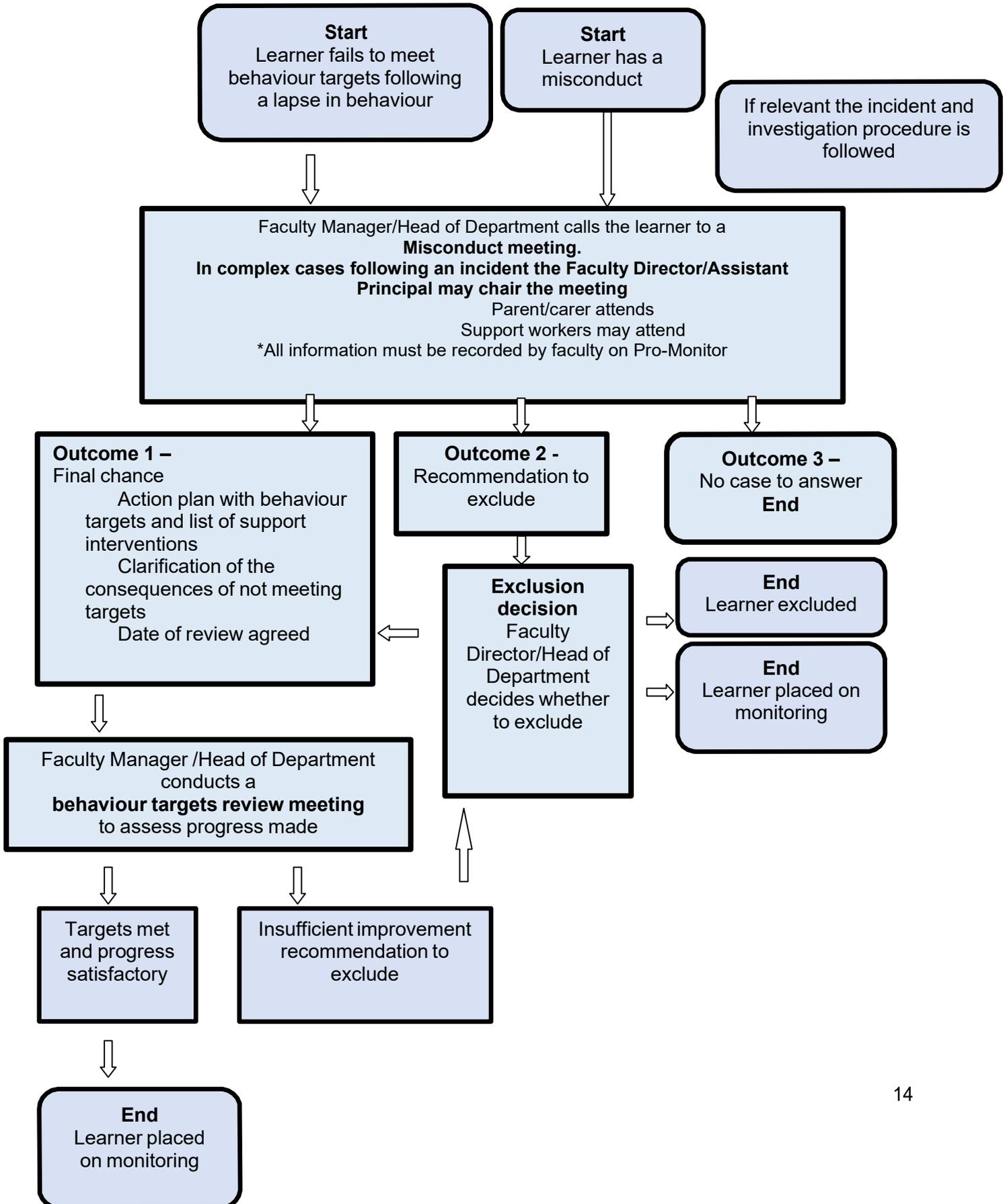
- The Faculty Manager/Head of Department convenes the Misconduct review meeting on the agreed date and reviews achievement of targets.
There are two outcomes from the review meeting
 - a. The learner has made good progress and continues to be monitored by the Faculty Manager/Head of Department.**
 - The Faculty Manager/Head of Department sends all information and requests that Group Administration corresponds with the learner and parent (if the learner was under 18 on 31 August) to confirm the outcome of the review meeting.
 - The Faculty Manager/Head of Department sends all information and requests that Group Administration corresponds with the learner (if the learner was over 18 on 31 August) to confirm the outcome of the review meeting.
 - The Faculty Manager/Head of Department updates the learner's ProMonitor record;
 - Manage Learner Meetings – choose 'misconduct review meeting'
 - Learner Communications – add in the notes relating to the review meeting
 - My Targets - update to show the status.
 - b. The learner has not made sufficient improvement and the matter is escalated to the Director of Faculty/Assistant Principal with a recommendation to exclude.**
 - The Faculty Manager/Head of Department makes a recommendation to the Director of Faculty/Assistant Principal to exclude the learner.
 - The Director of Faculty/Assistant Principal either upholds the decision or decides that the learner should have an action plan for improvement.
 - The Faculty Manager/Head of Department sends all information and requests that Group Administration corresponds with the learner and parent (if the learner was under 18 on 31 August) to confirm the outcome of the review meeting

- The Faculty Manager/Head of Department sends all information and requests that Group Administration corresponds with the learner and parent (if the learner was over 18 on 31 August) to confirm the outcome of the review meeting

Post exclusion - It is the responsibility of the Faculty Manager/Head of Department to;

- Refer student for Careers Advice and Guidance
- Update Pro-monitor under Manage Learner Meetings – choose 'misconduct meeting'
- Complete withdrawal form

Procedure for Misconduct



Appendix 3 - Procedure for dealing with an incident and investigation

When does this apply?

As a result or in connection with a misconduct incident which has escalated and now requires investigation.

It may be applied in the case standalone incident which may be a planned or unplanned event which could result in the injury or ill health of people, or damage or loss of property, materials or the environment or damage the reputation of Activate Learning and/or Activate Apprenticeships.

Examples;

- Possession or suspected possession of prohibited items
 - knives or weapons
 - alcohol
 - illegal drugs
 - stolen items
 - fireworks
 - pornographic images
 - any article that the member of staff reasonably suspects has been, or is likely to be, used to; commit an offence, or to cause personal injury to, or damage to the property of, any person (including the learner).
- Criminal activity which could pose a risk of harm to the learner or others

Who may be involved?

- Witnesses
- Student Support/Services
- Faculty Director/Assistant Principal
- Duty Manager
- Faculty Manager/Head of Department
- Group Administration
- First Aiders

Possible outcomes

- Suspension
- Investigation
- Misconduct
- Exclusion
- Appeal

Action

The staff member witnessing the incident:

- Remains calm and aims to avoid any escalation
- Enlists the help of another member of staff where needed
- Calls the Duty Manager and Student Support/services team

The Duty Manager and Student Support/services team:

- Identifies the witnesses and obtains statements from them

- Completes an entry on Pro-Monitor under learner communication
- In the case of academic offences, if the Awarding Body requires a particular format of reporting this must be used
- Refers the incident to the Faculty Manager/Head of Department or Faculty Director/Assistant Principal
- The Duty Manager completes a (incident form - Appendix 5) and sends to the management suite

The Faculty Manager/Head of Department will:

- Consider whether a suspension is required pending further investigation. (When there is a risk that harm will be caused to a person if suspension is not carried out immediately and it is not reasonably practicable to summon a Faculty Manager/Head of Department a member of staff authorised to be a Duty Manager may carry out the suspension) and block ID cards
- Telephone the learner's parent/s (if under 18 on 31 August) to advise in the case of a suspension within 60 minutes of the learner leaving the premises.
- Considers whether there is sufficient evidence about the incident and the alleged perpetrators and decides the next step
 - a) Sufficient evidence to proceed straight to the misconduct procedure
 - b) Evidence needed and proceed to the investigation procedure.

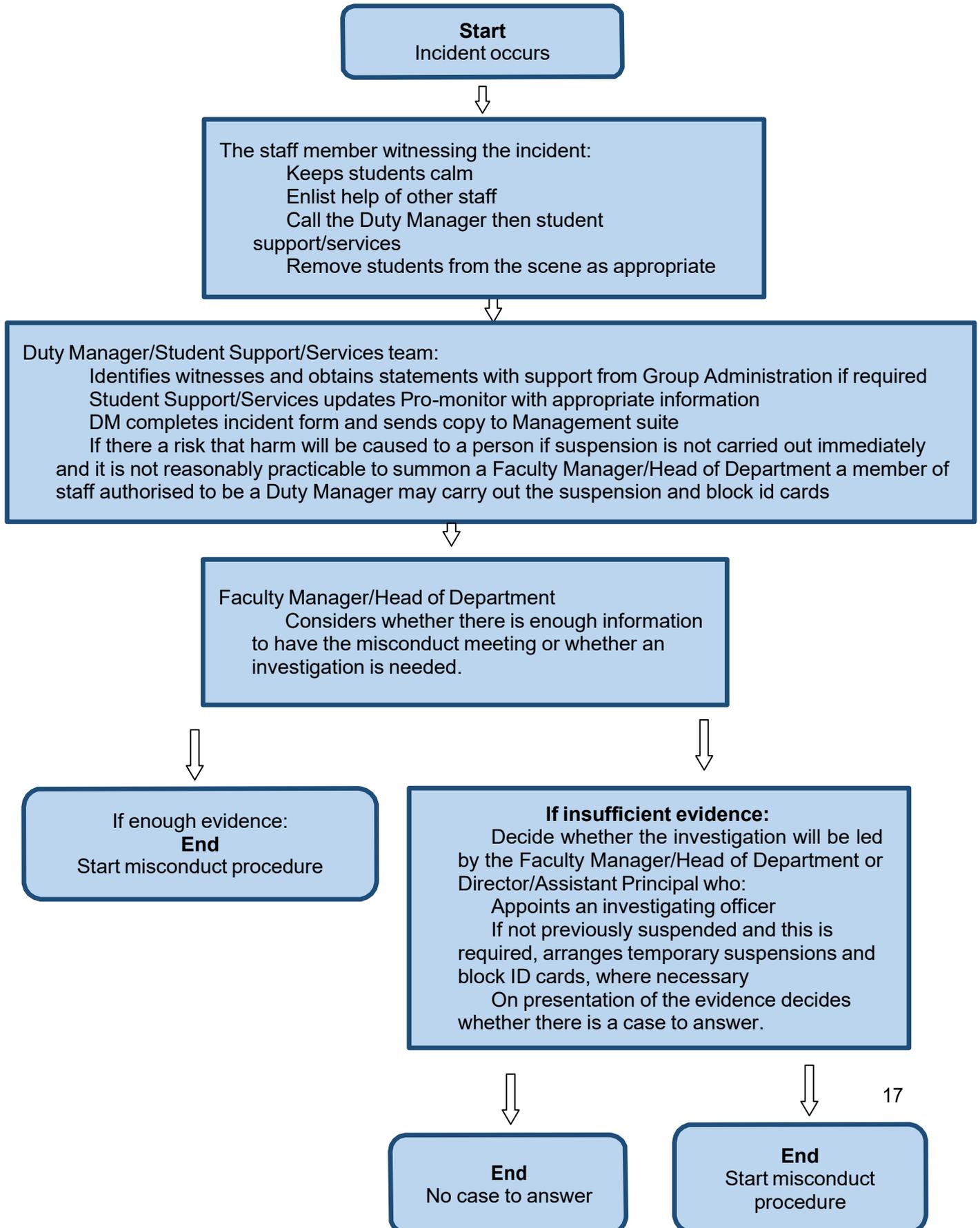
Procedure for carrying out an investigation

The investigation procedure is led by the Faculty Manager/Head of Department or Director/Assistant Principal.

- It may be necessary to suspend the alleged perpetrators while the incident is being investigated. This suspension is confirmed in writing by Group Administration to the learner and parent if the learner was under 18 on 31 August. The ID card is blocked temporarily.
- An investigating officer is assigned by the Faculty Manager/Head of Department or Director/Assistant Principal to investigate the incident and all the learners allegedly involved and report back on findings.
- Use the findings to decide the next step for each of the learners. There are two possible outcomes:
 - a) No evidence of misconduct, no case to answer If the learner had been suspended, the learner is contacted by the Faculty Manager/Head of Department or Director/Assistant Principal. and reinstated. A standard letter is sent by Group Administration to the learner (and parent if learner was under 18 on 31 August to confirm this)
 - b) Sufficient evidence to proceed to the misconduct procedure

Note: Incidents that take place off-site, involving learners can and will lead to disciplinary action by the college if the learner has been seen to bring the college into disrepute. Examples include; anti-social behaviour, bullying through social media and/or involvement in criminal activity.

Procedure for dealing with an incident



Appendix 4 - Procedure for appeals against exclusion

A learner who wishes to appeal against exclusion must write to the Executive Director/Assistant Principal of Faculty within ten working days of receipt of the letter giving the original decision. The learner must clearly set out in the letter the grounds for making the appeal.

Appeals will only be considered on the following grounds:

- the penalty imposed was not appropriate with the seriousness of the offence
- the findings of fact in support of the decision was based on incorrect information
- that the meeting was not conducted in accordance with the procedures set out in the procedure for dealing with a misconduct
- new evidence has been made available that could not be available at the time of the meeting and which could have been expected to have materially affected the decision
- If the appeal is outside the time limit or does not demonstrate one or more of the grounds stated above, it may be rejected and the learner will be informed by letter within 15 working days.

The Executive Director of Faculty/Assistant Principal will:

- Co-opt a Director of Faculty/Assistant Principal who has not been involved with the earlier investigation and disciplinary meeting
 - Review the evidence and the case for appeal
 - Decide the outcome of the appeal:
 - Revise the penalty based on a review of the evidence and proceedings, while upholding the decision of the original meeting
- Or**
- Convene a fresh disciplinary meeting led by a different manager, to make an independent decision

The appeal decision is final, without further opportunity to appeal.

Appendix 5



Incident Report Form

For serious incidents please contact the Duty Manager immediately

PART A

Report completed by:

Date:

Nature of incident:

- Alarms
- Antisocial behaviour
- Ambulance Callout
- Bullying
- Property/vehicle
- Substance misuse
- Theft
- Vandalism
- Verbal abuse

Campus and precise location:

Date:

Time:

PART B

Name and address of person(s) involved:

Student id number:

Brief details of immediate action (if any):

Name, address and telephone number of witness (where applicable):

Were any of the following informed and by whom? (Circle as relevant)

Police
College staff

Ambulance

Fire Service
If so, name:

If emergency repairs are required please contact Estates helpdesk

PART C

Details of any property/vehicles damaged or stolen and **Police crime reference number:**

Estimated Value £

Was property privately owned?

Signed:

Print Name:

Date:

1. This form should be forwarded to the campus management suite immediately upon completion.
2. The Duty Manager will investigate and take any necessary action.
3. If personal injury is involved, Accident Report Form should also be completed which is available on the portal

PART D (To be completed in conjunction with Estates and Facilities)

Assessment and recommendation for any follow up action considered necessary (e.g. security, discipline, etc.):

Response to student/staff or member of the public:

Review/reevaluation/reassessment of policy

Cover: Areas to be made aware:

Action or comments:

Facilities Manager