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Student Positive Behaviour Management Policy

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1. Policy Statement

1.1. Our holistic approach to positive behaviour management integrates trauma-informed and restorative practices, strengths-based development, social and emotional learning (SEL), and mental health support to create calm, safe, and supportive learning environments essential for academic success, safety, welfare, and well-being. Grounded in empathy and resilience building, we address behavioural challenges by promoting healing, growth, and social, emotional, and mental well-being for both students and staff. This approach is guided by core principles of fairness, ensuring students can respond to allegations and appeal decisions; transparency, clearly communicating procedures and expectations; proportionality, matching responses to the seriousness and context of behaviour; timeliness, addressing issues without unnecessary delay; and effective communication, keeping students informed and supported throughout the process.

1.2. Positive behaviour management encompasses all actions and interactions within our

diverse learning communities, not just disciplinary matters. This includes how individuals effectively work, communicate, relax, study, use social media, and more. Poor behaviour can manifest in various ways, from distractions, to abuse to endangering safety. Our comprehensive approach to PBM addresses any academic and non-academic misconduct that undermines academic and social success, damaging the dignity and safety of individuals, and celebrates behaviours that meet and exceed our expectations. Details of behaviours that are categorised as cause for concern, minor and major breaches are outlined here Cause for Concern, Minor and Major Breaches of Conduct.

1.3. Activate Learning's Learning Philosophy emphasises that our routines, practices, and responses to students should promote their sense of safety and ability to learn. Understanding the neuroscience behind behaviour, including impulsivity and emotional dysregulation, is key. Trauma-informed practices (TIP) are crucial for supporting students' emotional well-being, acknowledging that past and present experiences can significantly impact behaviour and academic success. Motivation plays a vital role, with targeted support and focused interventions offsetting negative influences and fostering academic resilience. Prioritising students' social and emotional safety through the enactment of our Learning Philosophy is essential for effective behaviour management and learning.

1.4. We utilise Trauma Informed Practice to enhance the success of PBM. All students have different backgrounds, and this means they will have different beliefs about what good behaviour is and different capacities to use successful behaviours. We assist our teachers and support teams to develop proactive, pre-emptive approaches to creating trauma-informed environments which will benefit all students and staff alike and where good behaviour is seen, heard, demonstrated, encouraged and expected.

1.5. The Activate Learning Positive Behaviour Management Policy supports the habits and routines that students will develop as part of their time at college and the student Code of Conduct clarifies these expectations. Routines form part of Activate Learning's 3 Rs approach that emphasises relationships, routines, and readiness to learn as essential pillars of PBM.

1.5.1.1. First, strong relationships between students and teachers are essential, ensuring every student feels valued and supported, particularly those who have experienced trauma.

1.5.1.2. Second, clear and consistent routines create a respectful and safe learning

environment, guiding students towards positive habits and autonomy.

1.5.1.3. Third, teachers play a pivotal role in establishing classroom culture, promoting expected behaviours, and teaching essential routines to cultivate a readiness to learn among students.

- Finally, we respond to behaviour challenges with clear, consistent strategies, addressing issues justly and proportionally, incorporating both formal interventions outlined in behaviour policies and informal cues, support, and intervention. Students who do not meet those expectations will be supported to improve in the first instance, or disciplinary action may be implemented if appropriate. There is an additional Code of Conduct clarifying the academic and non-academic expectations for Higher Education students. Higher Education Student Code of Conduct .docx and this aligns with the Academic Misconduct Policy

1.6. Restorative practice serves as a fundamental cornerstone within our PBM methods due to its transformative and holistic approach to addressing conflicts and behavioural issues. Restorative practice emphasises repairing harm, restoring relationships, and building accountability rather than solely focusing on punitive measures. By prioritising dialogue, empathy, and understanding, restorative practices foster a culture of respect, responsibility, and cooperation within the community. However, where there is insufficient change in behaviour, or if the misconduct is serious, further consequences and disciplinary action will be taken.

1.7. Through our consequence system we ensure consequences are clearly communicated and consistently applied, tailored to individual needs and circumstances, and proportionate to behaviour. Fairness and equity are upheld through impartial enforcement, while predictability serves as a deterrent to negative behaviour. Positive reinforcement is used to encourage desirable behaviours, and consequences are designed to provide learning opportunities. Disciplinary action is commensurate to the level and frequency of the breach of the relevant Code of Conduct and is carried out in a staged, transparent, and fair manner, with involvement of support staff, parents/carers, key workers and employers as relevant. We take individual circumstances into consideration including adverse trauma, support needs and/or disabilities.

1.8. Good behaviour is essential to success, and we proactively recognise and celebrate the achievements of our students. Through our rewards system we transparently define reward criteria, align rewards with educational goals, maintain fairness, consistency and inclusivity,

progressively reinforce positive behaviours, gather feedback, and integrate rewards with other positive reinforcement methods. Through this comprehensive approach, we cultivate a positive, motivating, and inclusive learning environment where all students are valued, supported and empowered in their academic and personal growth.

2. Purpose

– The purpose of this policy is to set out Activate Learning's expectations in promoting and managing positive student behaviours and conduct. It outlines our positive behaviour management approaches for encouraging good conduct and managing any conduct that falls below our expectations. The implementation of the policy is covered in the Student Positive Behaviour Management Procedure

3. Scope

3.1. This policy applies to Further Education, Higher Education[1], Apprentices, Online, students aged 14-16, and students living in on-site accommodation.

3.2. The same high standard of behaviour is expected of students in the application or transition phase prior to attending college, where they are in contact with Activate Learning online, via the phone, or on-site at an event such as an Offer Event or Welcome Day.

3.3. When a student is enrolled at Activate Learning any behaviour on or off campus, including online, which damages the good reputation of Activate Learning falls into the scope of this policy.

4. Responsibilities

4.1. All students have a responsibility to follow the relevant Code of Conduct.

4.2. All Activate Learning staff have a role in supporting students to develop positive habits and routines to meet expectations.

[1] Students studying either a Higher National Diploma, Higher National Certificate, Foundation Degree or BA/BSc (Hons) top-up Degree.

4.3. All staff need to be role models and enact the Learning Philosophy, utilising the principles of the Positive Behaviour Management Framework, Trauma Informed and Restorative Practice in the approaches they adopt.

4.4. All staff must report behaviour that concerns them to appropriate staff members. If there is an emerging or escalating situation this needs to be reported to the Behaviour and Welfare Officer and the Duty Manager. If there is a safeguarding risk this needs to be reported to a member of the Safeguarding team immediately.

4.5. Faculty staff, Faculty Directors, Curriculum Managers, Group Directors, Student Services, Heads of Student Experience, and the Accommodation Managers have various responsibilities in line with this policy. The full outline of roles and responsibilities can be found in the Student Positive Behaviour Management Procedure, and in the appendix to this policy.

5. Commitment Statement

5.1. **Accessibility**: Procedures will be visible, easy to navigate, and provide clear information on accessing advice and support, allow students to appoint a representative, and be responsive to their needs.

5.2. **Clarity**: Procedures will be part of a clear framework outlining expected behaviour standards, be well signposted and easy to understand, detail responses to misconduct including penalties and mitigating circumstances, and ensure effective record keeping in line with records management and privacy policies.

5.3. **Proportionality**: We will ensure all parties act reasonably and fairly, treating the process with respect. Cases will be resolved informally where appropriate, with clear distinctions between criminal and disciplinary matters. Precautionary actions may be taken if needed. The process will follow stages including preliminary investigation, formal stage, and appeal, and penalties will be proportionate, with mitigating factors considered.

5.4. **Timeliness**: We will conclude cases as promptly as possible—normally within 90 calendar days—excluding time for any criminal proceedings. Our process identifies cases requiring swift action, provides reasonable notice of hearings, and includes clear timeframes for

student submissions such as responses or appeals.

5.5. **Fairness**: We will apply fair, unbiased, and consistent disciplinary processes. Cases are decided by impartial staff with no prior involvement, based on the balance of probability. Students are informed of allegations, given a fair chance to respond, supported throughout, and have a right to appeal. Decisions and penalties are clearly explained.

5.6. **Consequence**: We believe in the importance of fair and restorative consequences that promote accountability, growth, and healing. Our framework emphasises consequences that focus on repairing harm, restoring relationships, and fostering empathy, rather than punitive measures.

5.7. **Confidentiality:** Ensure an appropriate level of confidentiality to those involved that is sufficient to allow an effective investigation.

5.8. **Consistency**: We are committed to maintaining consistent expectations and routines, recognising the importance of stability and predictability for students. By establishing clear boundaries and routines and practicing active bystandership we create a sense of safety and security that supports positive behaviour and emotional regulation.

5.9. **Co-creation**: All stakeholders are involved in the ongoing development and evaluation of the PBMF and contribute to its development.

5.10. **Strengths-Based Attributes Development**: We recognise and celebrate the unique strengths and positive attributes of each student, fostering a culture of empowerment and growth. By identifying and nurturing students' strengths, talents, and interests, we promote self-confidence, resilience, and a sense of purpose.

5.11. **Social and Emotional Learning (SEL):** We prioritise the development of social and emotional competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Through explicit instruction and integration into the curriculum, we empower students to develop the skills and attitudes necessary for success in college, work and life.

5.12. **Mental Health Support**: We acknowledge the importance of mental health and well-being in promoting positive behaviour and academic success. Our PBM framework includes proactive measures to support mental health, including access to counselling services, mental health education, and resources for self-care and coping strategies. Access to support services is advertised and communicated at each campus and are also accessible through the Student Support Hub on ALO (Activate Learning Online).

Additional Support: In addition, if you need Career support, access to Counselling or Financial support, please review our Careers support and Supporting You webpages where you can access further advice and guidance and complete an enquiry form if you require further information. Our Safeguarding at Activate Learning website also provides helpful advice, guidance and an opportunity to discuss any concerns you may have with a member of our Safeguarding team.

5.13. **Provision for SEND Learners**: Personalised support plans, assistive technologies, and accommodations address the specific needs and challenges of SEND learners, ensuring inclusivity and equal opportunities for success.

5.14. **Statutory obligations**: The minimum expectation of behaviour is aligned with criteria set out within Keeping Children Safe in Education (KCSIE) and the policy and all associated policies are aligned with our legal duties and standards relating to the welfare of children and with our Learning Philosophy.

6. Disciplinary steps

6.1. At Activate Learning, disciplinary procedures are embedded within our Positive Behaviour Management (PBM) approach, which emphasises prevention, early intervention, and restorative practices to promote learning, safety, and well-being. Disciplinary steps are commensurate with the behaviour and are dealt with through an informal or formal procedure, depending on the level of concern. Ongoing evaluation ensures fairness and effectiveness, with adjustments made as needed. Procedures align with the principles of fairness, transparency, proportionality, timeliness, effective communication, and impartiality, ensuring all students are treated consistently and respectfully.

7. Core Process and Stages

– **Informal Procedures: Cause for Concern**

Used when behaviour falls below expectations but is not serious. Staff address concerns early and supportively, involving parents/guardians/carers as appropriate (if the student is under 18 or has complex additional support needs). If a student's behaviour falls below the expected standard, decisive and supportive action is taken by staff as quickly as possible to avoid further deterioration in conduct. The policy may be adapted by agreement with Higher Education partner organisations, employers, or other partners where their standards require alternative or enhanced regulations. Behaviours that activate a cause for concern are outlined in the Positive Student Behaviour Procedure.

7.1. **Formal Procedures:**

The formal disciplinary procedure is used for more serious breaches of the Code of Conduct or where the interventions put in place in the informal procedure have not resulted in the changes needed. The procedure will involve the faculty management and will always involve parents/guardians/carers if the student was under 18 on the 31st of August the year of their enrolment or is over 18 but has complex additional support needs.

7.2. Includes two stages:

7.3. Stage 1: For minor or repeated low-level breaches.

7.4. **Stage 2: For major breaches or failure to meet Stage 1 targets**. May result in withdrawal from the programme, with the right to appeal to the Group Director.

8. Disciplinary responses may include:

- Warnings (verbal/written)
- Behavioural contracts
- Mandatory training
- Temporary exclusion
- Suspension or withdrawal
- Referral to the Police or external agencies where necessary

8.1. Where students are under 18 or have an EHCP, appropriate teams (e.g., Group Support, Learning Support) and external partners are involved.

8.2. Students can appoint a representative to accompany them. Students may be accompanied to disciplinary hearings by a representative of their choice, which may include a friend, family member, Students' Union representative, member of staff, support worker (e.g., for students with disabilities), or where appropriate a legal representative.

9. Safeguards and Fair Practice

a) Students are informed of allegations and given the opportunity to respond.
b) Decisions are based on a balance of probabilities.
c) Clear reasons are provided for all decisions and penalties.
d) Mitigating factors (including disabilities or personal circumstances) are considered.
e) Disciplinary records are maintained in line with data protection policies.

9.1. For cases with criminal implications, internal processes may be paused until external investigations conclude.

10. Appeals

– Students have a clear right of appeal, which is reviewed independently. Appeals can be based on procedural errors, new evidence, disproportionality, or perceived bias. Disciplinary Appeals . Students will receive the outcome of their appeal within 15 working days.

11. Timeliness

11.1. The disciplinary process aims to conclude within 90 calendar days (excluding delays caused by criminal investigations). Students are given reasonable notice of hearings and submission deadlines.

11.2. Any case of bullying, harassment, discrimination, or violence will be dealt with formally.

11.3. The group has a rigorous approach to illegal substances and offensive weapons; any case involving a student's use or suspected use of illegal substances must involve the Group Safeguarding Team.

11.4. Disciplinary cases relating to students with an Education Health Care Plan (EHCP) must involve the Group Learning Support Team.

11.5. We work closely with the Police in dealing with student conduct. If we become aware that a student has acted illegally, we will report the crime to the Police. This may result in a delay in making disciplinary decisions internally while we wait for the outcome of a Police investigation.

11.6. Within the formal disciplinary procedure, if a student has repeated minor breaches of the Code of Conduct or a major breach, they may be withdrawn at the discretion of the Faculty Director following a Stage 2 Disciplinary Meeting. If a student is withdrawn, they have the right of appeal to the Group Director of the Faculty.

11.7. All disciplinary decisions are made fairly and taking the full facts and student's circumstances into account. The outcome of a disciplinary case may be delayed whilst a thorough investigation takes place.

11.8. Disciplinary response may result in temporary exclusion pending an investigation or where we deem this to be for the safety of the student or others.

11.9. If a student is withdrawn on disciplinary grounds, this will affect their likelihood of being offered a place when applying in the future

12. Accessibility and Further Support

12.1. If you require this policy or any other materials in a different format, or if you need additional information or support, please contact: complianceteam@activatelearning.ac.uk

References

- Student Positive Behaviour Management Procedure
- Disciplinary Appeals Procedure
- Safeguarding and Child Protection Policy
- Child on Child Abuse, Student Harassment and Sexual Misconduct Procedure
- Criminal Convictions policy

- Student Code of Conduct
- Higher Education Student Code of Conduct
- Higher Education Academic Misconduct Procedure

If you require this document in an alternative format, please contact complianceteam@activatelearning.ac.uk

Appendix 1

Responsibilities of Staff – Detail:

All staff members have a responsibility to:

Role model positive behaviours in line with the Learning Philosophy and Activate Learning Attributes and contribute to a positive and welcoming culture at Activate Learning, ensuring all parties feel safe and supported.

Be appreciative of trauma and adverse experiences and use a trauma-informed lens when understanding instances of behaviour that fall below the standards and expectations of the Code of Conduct.

Be vigilant and aware of students' behaviour and praise positive behaviour that they notice on campus or online.

Use Active Bystandership if they observe a student displaying negative behaviours against the Code of Conduct with the aim of de-escalating all situations.

Report behaviour that concerns them to appropriate staff members. If there is an emerging or escalating situation this needs to be reported to the Student Behaviour & Welfare officer and Duty Manager and if there is a safeguarding risk this needs to be reported to a member of the Safeguarding team promptly. Liaise with Faculty staff regarding positive interactions, or low-level incidents which require improvement or disciplinary action.

Faculty and support staff (teachers, tutors, learning support assistants) have a responsibility to:

Ensure, as part of the college Connect to College process that all students have seen the Code of Conduct and understand the behavioural expectations of Activate Learning in learning and work/industry placements.

Familiarise themselves with the support plans of students with identified support needs and contribute to interventions as appropriate to support students in their development and time at college. Liaise with Learning Support or Student Support if there are support needs which are not being met for a student with or without a support plan.

Create a positive and trauma-informed environment for the class which encourages positive

interactions and positive behaviour between students as peers and with staff.

Create positive and meaningful relationships with students to allow for healthy challenge and development.
Encourage a culture of support where students seek support from staff prior to behaviour escalating and dysregulation.

Monitor students' behaviour throughout the year and respond promptly to identified behaviours. This may include formal acknowledgement of positive behaviour, or management of poor behaviour.

Utilise the informal disciplinary procedure to prevent low-level behavioural issues from escalating and support students to develop their knowledge and skills through 'teachable moments'.

Trigger the formal disciplinary procedure if there are repeated causes for concern or a significant breach of the Code of Conduct.

Ensure all disciplinary meetings are organised appropriately with Group Administration. Afford students and other invitees appropriate communication and notice to attend these meetings and have open discussions.

Set students meaningful targets and support interventions when it is identified that these are needed to support in their development.

Review student progress against targets set, formally or informally, and offer students opportunity to explore progress made and any areas that require further improvement.

Liaise with emergency contacts – parents, carers, guardians – about student behaviour. NB: If the student was under 18 on 31st August when they enrolled or under 25 with an EHCP, or with consent from the student.

Behaviour and Welfare Officers have a responsibility to:
Take a lead on positive behaviour management in communal areas, supporting and training the wider staff body to become "Active Bystanders".

Support the Head of Student Experience to implement a robust induction process to new BWOs which includes clear signposting to our policies and the disciplinary process and peer mentoring.

Respond to and advise faculty following behavioural incidents and support the correct use of the disciplinary process, assisting faculty leads in effective use of target setting and recording.

Record and report observed behavioural trends to the wider staff body, working with Student Support teams to provide guidance and advice that reflects such trends.

Role model PBM strategies and trauma- Informed practice.

Curriculum Managers have a responsibility to:

Ensure all staff are aware and have a good knowledge of the student behaviour policy and escalation points, to maintain consistency in the student experience in terms of how behaviour is praised and challenged.

Organise and ensure staff access training to develop their skills and knowledge around PBM strategies and trauma-informed practice to influence positive student behaviours.

Maintain an overview of students within the faculty, and know which students require further support to meet the organisation’s behavioural expectations.

Utilise the Retention Panels and support referral mechanisms to provide wrap around support to students throughout the academic year, to ensure all appropriate support is in place.

Support staff with the formal disciplinary procedure and lead on Stage One disciplinary meetings where appropriate.

Ensure disciplinary meetings have meaningful targets and interventions to support students to develop. Ensure that actions are carried out, and targets are reviewed on the agreed review date.

Ensure reviews are sent to Group Administration to allow them to communicate with students and emergency contacts where appropriate.

Work alongside Faculty Directors to manage Stage Two disciplinary meetings. Discuss and

provide information regarding withdrawals and ensure that decisions are made through evidence gathered.

Authorise temporary suspensions for students when absolutely necessary. This would be in circumstances where a student being on campus would pose a safety risk to themselves or others.

Authorising a temporary suspension makes this person responsible for communicating with emergency contacts where a student is under 18 or under 25 with an EHCP and ensuring the student leaves campus.

Faculty Directors have a responsibility to:

Be aware of current behavioural trends and identified concerns in the faculty in learning and work/industry placements. Review trends with Curriculum Managers to better understand gaps in staff knowledge and student needs to contribute to the overall increase in staff skills, reduction in disciplinaries and the increase in positive student behaviours.

Support the team in their entirety with accessing training and development around positive behaviour management strategies, trauma-informed and restorative approaches.

Be aware of all students who have been escalated to a Stage Two disciplinary. Provide advice, guidance, and support to the Curriculum Manager in the process and chair the meeting where necessary. Ratify recommendations from the Curriculum Manager if the point of withdrawal is reached due to inability to support a student with poor behaviour going forward. Ensure that decisions are made through evidence gathered.

Audit compliance to ensure all targets and reviews are sent to Group Administration to allow them to communicate with students and emergency contacts where appropriate.

Authorise temporary suspensions for students when necessary. This would be in circumstances where a student being on campus would pose a safety risk to themselves or others.

Authorising a temporary suspension makes this person responsible for communicating with emergency contacts where a student is under 18 or under 25 with an EHCP and ensuring the student leaves campus.

When appropriate, authorise the permanent withdrawal of a student from Activate Learning for the remainder of the academic year.

Group Directors of Faculty have a responsibility to:
Hear appeals against withdrawal.

Student Support, Learning Support, and Wellbeing Advisors have a responsibility to:
Work with students who have been identified as having additional support needs. Put interventions in place to support students during their time at college.

Support the disciplinary process by contributing to the interventions and adding additional support for students where possible and appropriate.

Ensure that a support plan is recorded on ProMonitor for all students with identified support needs. Ensure that the appropriate ProMonitor 'badge' is added to the student's page for their needs to be identifiable to staff.

Student Behaviour & Welfare Officers and/or the Safeguarding team must be notified if a concern relates to substances and/or substance misuse so that appropriate support and referrals can be put into place.

The Safeguarding team must be notified if a concern indicates a student is at risk of harm or has been harmed.

Heads of Student Experience have a responsibility to:
Authorise temporary suspensions for students when absolutely necessary. This would be in circumstances where a student being on campus would pose a safety risk to themselves or others.

Authorising a temporary suspension makes this person responsible for communicating with emergency contacts where a student is under 18 or under 25 with an EHCP and ensuring the student leaves campus.

Act in an advisory capacity to support staff when dealing with complex incidents.

Role model PBM strategies, trauma- Informed practice and way of supporting positive behaviour.

The Head of Accommodation Services has a responsibility to:
Manage behaviour within the residential setting and communicate any worries or concerns to the Faculty or Student Services where appropriate.

Keep an overview of learners' behaviour in accommodation and support accommodation staff in developing their knowledge of PBM strategies, trauma informed, and restorative approaches, how to support students appropriately.

Ensure students follow the Accommodation specific Code of Conduct when living in accommodation. If a student does not follow the Code of Conduct, then a curfew system will be implemented in the first instance, increasing in number of nights on curfew proportionate to the size of the breach. If appropriate the matter will be escalated to the formal disciplinary process and exclusion from accommodation will be considered as a possible outcome.

Work alongside the Head of Student Experience and Faculty to chair formal disciplinaries and make decisions following disciplinary meetings, ensuring that actions are followed through. Discuss recommendations to exclude with the Head of Student Experience and refer for final authorisation to the Group Director of Faculty. Discuss with the Accommodations Manager if a residential student.

Utilise the Group Administration Behaviour Notification Form and ensure that disciplinary notes are recorded on ProMonitor and that targets are followed up and actioned.

Staff working with students residing in accommodation have a responsibility to:
Keep regular communication with the Accommodations Manager relating to student behaviour, attendance, and any identified issues or concerns throughout the college day.

Invite the Head of Accommodation Services to any formal student disciplinaries to ensure the student is supported across their living and studying arrangements