TITLE		REF	VERSION
Positive Behaviour Management Procedure		LSPRO002	5
DEPARTMENT	Student Experience and Safeguarding		
DATE	28th September 2026	**REVIEW DATE**	1st June 2027

Positive Behaviour Management Procedure

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1. Procedure Statement

1. By implementing Activate Learning's Student Positive Behaviour Management Policy we strive to nurture a safe, respectful, and inclusive community where all individuals can thrive academically, socially, and emotionally. This procedure outlines the process for Informal Disciplinary Interventions and Stage 1 and Stage 2 Formal Disciplinary Interventions that are part of the policy.

2. The disciplinary procedure within the Student Positive Behaviour Management Policy utilise both informal and formal processes to address behavioural issues effectively while upholding a supportive and constructive environment. These procedures align with our Learning Philosophy of fostering holistic development and positive learning experiences. Grounded in trauma-informed practices, the procedure emphasises support, understanding, and development. Additionally, restorative practices are woven into the disciplinary framework, prioritising accountability, empathy, and the restoration of relationships when harm occurs.

3. 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. In cases of serious misconduct, students may be suspended from attending college or withdrawn from programme.

4. This procedure applies to all students enrolled at, attending, or residing in accommodation at an Activate Learning college as well as in remote learning and offsite activities such as educational visits and work/industry placements.

2. Expectations of Student Behaviour

5. All students are expected to conduct themselves in a way that upholds the values, reputation, and standards of Activate Learning.

6. These behaviours are categorised here and include academic and non-academic behaviour. There is an additional Code of Conduct clarifying the academic and non-academic expectations for Higher Education students. Higher Education Student Code of Conduct and this aligns with the Academic Misconduct Policy (HYPERLINK) for Higher Education students.

7. **Academic Conduct -** Students must act with academic integrity, avoid plagiarism, cheating, data fabrication, and collusion, and engage constructively in learning and assessment activities.

8. **Non-Academic Conduct -** Students must treat all members of the college community with dignity, respect, and courtesy; refrain from bullying, harassment, discrimination, or hate speech; behave responsibly in both physical and digital environments; respect property, facilities, and the learning environment; and comply with all health and safety policies and legal obligations.

3. Disciplinary Procedures

9. 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.

10. Procedures align with the principles of fairness, transparency, proportionality, timeliness, effective communication, and impartiality, ensuring all students are treated consistently and respectfully.

Informal Disciplinary Interventions

11. An informal disciplinary procedure is a key part of our Positive Behaviour Management Policy, enabling early intervention, support, and collaboration. It fosters respectful and empathetic relationships, empowers individuals, and prevents recurring issues through flexible, restorative approaches. Using a cause-for-concern model, we address behavioural concerns promptly and constructively, focusing on support and guidance rather than punishment.

12. As part of this process, we will offer students an early opportunity to respond to misconduct allegations through a preliminary conversation with relevant staff. This conversation does not assume guilt but aims to understand the issue, clarify concerns, and determine the most appropriate course of action. Where suitable, straightforward cases may be resolved at this stage. Records will always be kept ensuring transparency and consistency.

Informal disciplinary interventions consist of:

13. Cause for Concern and Supportive Conversation and/or -
14. Cause for Concern and Restorative Meeting.

15. The person organising the informal disciplinary intervention will select the most appropriate method.

4. Cause for Concern (Supportive Conversation)

16. The informal cause for concern involves identifying concerns, engaging in discussions to understand behaviour, collaborating on solutions, and agreeing on action steps for support. It starts with a supportive one-on-one conversation between the student and their teacher, focusing on understanding the reasons behind the behaviour and developing strategies for improvement if needed.

Chaired by: Teacher or Tutor or Curriculum Manager When:

A student's behaviour is a cause for concern, such as:

17. Attendance slipping.
18. Arriving late for class.
19. Low level disruption
20. Repeatedly talking out of turn.
21. Lack of respect and not upholding college values
22. Distractions of electronic devices.
23. Off-task behaviour/Inattentiveness.
24. Failure to bring the necessary materials.
25. Non-submission of work
26. Lack of Participation and effort.
27. Inappropriate language
28. Repeatedly forgotten lanyard
29. Eating or drinking in class or study areas, apart from water.

30. Who may be involved?

31. The initiator – the teacher or tutor
32. The student
33. A staff member who raises the issue to the teacher, tutor.
34. A staff member who knows the student well and can support them.
35. Student Services (if appropriate)
36. Support and Inclusion Service (if appropriate)
37. Faculty management, who keep an overview of student behaviour in the faculty
38. Group Administration who sends the formal correspondence to the student and parents (if student was under 18 on 31 Aug or has complex additional support needs)

39. What? Step-by-step

40. **Identification of Concern:** The process begins with the identification of behaviour that raises concern. This could include disruptive behaviour, repeated infractions of rules, or any actions that may be detrimental to the well-being of others or the overall environment. This informal action is usually linked to low-level behaviours.

41. **Informal Discussion:** The first step is an informal discussion between the individual exhibiting

the behaviour and a designated staff member, such as a teacher, tutor or Curriculum Manager. During this discussion, the staff member expresses their observations and concerns in a non-confrontational manner, focusing on the impact of the behaviour rather than assigning blame.

42. **Active Listening:** The staff member listens actively to the individual's perspective, allowing them to explain their actions and any underlying reasons or issues that may be contributing to their behaviour. This step is crucial for understanding the root cause of the behaviour and for building trust and rapport.

43. **Collaborative Problem-Solving:** Together, the staff member and the individual brainstorm potential solutions to address the behaviour and prevent its recurrence. This collaborative approach empowers the individual to take ownership of their actions and participate in finding constructive solutions.

44. **Agreement on Action Steps:** Based on the discussion, both parties agree on specific action steps or strategies to address the behaviour. These may include setting goals, implementing coping mechanisms, accessing additional support resources, or participating in skill-building activities.

45. **Follow-Up and Support:** The staff member follows up with the individual at regular intervals to monitor progress, provide support, and adjust strategies as needed. This ongoing support is essential for maintaining motivation and ensuring that the individual feels supported throughout the process. Additionally, the student will be signposted to all available support services within Activate Learning e.g., Behaviour and Welfare support, counsellors, wellbeing advisors, and if appropriate, relevant external organisations.

46. **Documentation and Feedback:** While the procedure is informal, it's important to document the discussion, agreements, and progress made. This documentation serves as a record of the intervention and can be used for future reference or as a basis for further action if necessary. The teacher logs the cause for concern and the resulting agreed-on interventions on the student behaviour app. Group Administration will send the relevant correspondence and log the details on Promonitor under Learner Meetings.

3.11 **Re-evaluation and Adjustment:** The effectiveness of the intervention is re-evaluated to determine whether the behaviour has improved or if additional support is needed. Adjustments to the approach can be made as needed to ensure continued progress.If the student completes all agreed actions and behaviour is improved, the student is praised, and this

is logged on Pro-Monitor. If there is no improvement, the teacher will trigger formal disciplinary procedures.

5. Cause for Concern (Restorative Meeting).

47. Restorative practice as part of our informal intervention procedures involves a proactive and relational approach to addressing behavioural issues. Restorative practices prioritise dialogue and communication over punitive measures. When a behavioural issue arises, a restorative conversation involves the individual responsible and those affected, aiming to understand harm, explore reasons, and repair relationships.
48. Accountability is key, with individuals taking responsibility for their actions and collaborating on solutions. Follow-up support ensures agreed actions are implemented, and additional resources may be provided as needed.

49. When?

50. Restorative practices are most appropriate as part of a disciplinary process in situations where the focus is on repairing harm, fostering accountability, and restoring relationships.

51. **Minor Offenses:** For minor behavioural incidents where harm has been caused but the impact is relatively low, restorative practices provide a constructive alternative to punitive measures. This might include conflicts, minor disruptions in the classroom, or breaches of rules that do not pose a significant threat to safety.

52. **Conflict Resolution:** Restorative practices are particularly effective in resolving conflicts between individuals or groups. By bringing together those involved in the conflict, restorative meetings can facilitate dialogue, understanding, and resolution, helping to prevent further escalation of the conflict.

53. **Building Positive Relationships:** Restorative practices are used proactively to build positive relationships and promote a culture of respect, empathy, and provide opportunities for community building, communication, and conflict prevention.

54. **Addressing Root Causes:** Restorative practices are valuable for addressing underlying issues that may contribute to behavioural problems, such as trauma, stress, or unmet needs. By focusing on understanding the reasons behind behaviour and providing support and guidance, restorative processes can help individuals address these root causes and make positive

changes.

55. **Community Restoration:** Restorative practices can also be used to address harm that has been caused to the broader community. For example, in cases of vandalism, theft, or bullying, restorative processes can help repair the harm, restore trust, and rebuild relationships among those affected.

56. Who?

57. The initiator – the teacher or tutor trained in restorative conversations.
58. The student
59. A staff member who raises the issue with the teacher or tutor.
60. A staff member who knows the student well and can support them.
61. Student Services (if appropriate)
62. Support and Inclusion Service (if appropriate)
63. Faculty management, who keep an overview of student behaviour in the faculty
64. Group Administration who sends formal correspondence to the student and parents (if student was under 18 on 31 Aug or has complex additional support needs).

65. What?

66. Setting up and implementing a restorative meeting involves several key steps to ensure that the process is effective and meaningful for all participants.

67. Preparation:

68. Identify the need for a restorative meeting based on a behavioural incident or conflict that requires resolution.
69. Determine the participants who should be involved in the meeting, including the individual responsible for the behaviour, those affected by the behaviour, and any relevant support persons such as teachers, behaviour and welfare officers, well-being advisors or mediators.
70. Schedule a convenient time and location for the meeting, ensuring privacy and comfort for all participants.
71. Prepare any necessary materials, such as a script or agenda, to guide the discussion and ensure that key points are addressed.

72. Introduction:

73. Begin the meeting by welcoming all participants and explaining the purpose of the restorative process.
74. Emphasise the principles of restorative justice, including accountability, empathy, and healing, to set the tone for the discussion.
75. Establish ground rules for the meeting, such as respectful communication, active listening, and confidentiality, to create a safe and supportive environment.

76. Facilitated Dialogue:

77. Facilitate a structured dialogue between the individual responsible for the behaviour and those affected by it.
78. Provide each participant with the opportunity to share their perspective on the incident, including how they were impacted and what they need to move forward.
79. Encourage active listening and respectful communication, ensuring that all voices are heard and validated.
80. Ask open-ended questions to facilitate reflection and understanding, such as "How do you feel about what happened?" or "What do you think needs to be done to make things right?"

81. Taking Responsibility:

82. Encourage the individual responsible for the behaviour to take ownership of their actions and acknowledge the harm caused.
83. Facilitate a discussion about the underlying reasons for the behaviour, exploring any contributing factors or needs that may have led to the incident.
84. Guide the individual in identifying ways to make amends and repair the harm, such as apologising, offering restitution, or taking concrete steps to prevent similar incidents in the future.

6. Cause for Concern - Agreement and Action Planning:

85. Collaboratively develop a plan of action to address the consequences of the behaviour and restore relationships.
86. Identify specific actions or behaviours that the individual will undertake to make amends and prevent recurrence, setting clear goals and timelines for completion.
87. Ensure that all participants agree to the terms of the action plan and understand their roles and responsibilities moving forward.
88. Document the agreements reached during the meeting and distribute copies to all participants for reference. While the procedure is informal, it's important to document the discussion,

agreements, and progress made. This documentation serves as a record of the intervention and can be used for future reference or as a basis for further action if necessary. The teacher logs the cause for concern and the resulting agreed on interventions on the student behaviour app. Group Administration will send the relevant correspondence and log the details on Promonitor under Learner Meetings.

89. **Follow-Up and Support:**
90. Schedule follow-up meetings or check-ins to monitor progress on the action plan and provide ongoing support and guidance as needed.
91. Offer additional resources or interventions, such as counselling or mediation, to address any underlying issues contributing to the behaviour.
92. Encourage open communication and collaboration among all participants to maintain accountability and promote healing within the community.

Formal Disciplinary Interventions

7. Disciplinary Meetings and Penalties:

93. **Formal reviews** of behavioural concerns will be led by a designated team—including the Curriculum Manager, the student, parents/carers, and relevant staff such as teachers, counsellors, or administrators—to assess the behaviour, its impact, and determine appropriate next steps.

94. **Notification and Meeting:** The student and their parents or guardians (if appropriate) are notified of the formal review process and invited to participate in a meeting to discuss the concerns. During the meeting, the behavioural issues are reviewed, and the potential consequences, including withdrawal from the programme, are clearly outlined.

95. **For Higher Education students only -** Procedures will clearly outline possible penalties based on offence type and severity. Decision makers will explain their chosen penalty, why lesser penalties were unsuitable, and consider all options. They will also account for the student's personal circumstances, including health or visa impacts. Penalties will be applied consistently using anonymized records. Students can present mitigating factors, which influence penalties but not guilt, such as first offence, early admission, remorse, or personal circumstances.

96. **For Higher Education students only -** Previous offences will not normally affect decisions

regarding whether an offence was committed but will be considered when deciding penalties. If relevant, the timing of sharing past offences with decision makers will be managed to ensure fairness.

97. **Evidence-Based Decision-Making:** Decisions regarding withdrawal from the programme are based on objective evidence of the student's behaviour, taking into account factors such as the severity and frequency of the behaviour, the impact on others, and any mitigating circumstances.

98. **Appeal Process:** The student and their parents or guardians have the opportunity to appeal the decision to withdraw from the programme. An appeals process is established to ensure fairness and procedural integrity, allowing for a thorough review of the decision and consideration of any new evidence or information.

99. **Implementation and Monitoring:** The decision to withdraw from the programme is implemented in accordance with the established procedures and timelines.

100. **Reintegration Planning:** If appropriate, planning for the student's reintegration into the programme is initiated, considering their progress, behaviour, and support needs. The student will be set appropriate and achievable targets with a review date. Any agreed support interventions will be explained clearly.

8. Stage One– Minor Breach:

101. If a student has repeated causes for concern and does not make the behavioural changes agreed in the informal procedure, or the student has intentionally conducted a minor breach of the relevant Code of Conduct, such as:

102. Ongoing poor attendance
103. Bullying and harassment
104. Persistent disruption.
105. Repeated use of inappropriate language
106. Defiance of authority.
107. Not adhering to health and safety regulations
108. Continued non-submission of assignments
109. Not following IT regulations
110. Disruptive mobile devices / social media use

111. Damage to the good reputation of Activate Learning through any bad behaviour on or off campus, including online behaviour
112. Lack of respect for others and not upholding college values
113. Continued lack of effort with academic performance
114. Intentional failure to wear the ID card and lanyard
115. Purposeful intention not keeping to agreed classroom rules
116. Disrespect to the campus environment and minor acts of vandalism.

117. Who?

118. Always involved

119. The initiator – the Study Program Owner (SPO), tutor, or Curriculum Manager
120. The student
121. The parent/carer (if student was under 18 on 31 Aug or has complex additional support needs).
122. Group Administration

123. May be involved

124. Curriculum Manager
125. Faculty Operations Manager
126. Faculty Director
127. Faculty Coordinator
128. A member of staff raising the issue
129. Student Support Services
130. Support and Inclusion Service if the student has an EHCP or an identified additional support need.
131. Accommodation Manager

132. What?

133. Our formal Stage One disciplinary intervention procedure incorporates an investigation, a disciplinary meeting, focused targets, and action planning designed to address persistent or severe behavioural issues in a structured and constructive manner.

134.

135. **Initiation:** The formal disciplinary procedure begins with the convening of a disciplinary meeting involving relevant stakeholders, such as the student, parents/carers (if appropriate),

teachers, administrators, and in some cases support staff.

136. **Purpose:** The purpose of the meeting is to discuss the behavioural issues that have necessitated formal intervention, including their impact on the individual, others, and the overall environment.

137. **Documentation:** Minutes or notes are taken during the meeting to record discussions, decisions, and action points for future reference and accountability.

138. **Identification of Targets:** During the disciplinary meeting, specific behavioural targets are identified that the individual is expected to achieve or improve within a defined timeframe. Targets are established with clarity, outlining the desired behavioural changes, actions, or outcomes that the individual expects to demonstrate. Targets are set in a manner that is realistic and achievable, considering the individual's capabilities, circumstances, and the nature of the behaviour being addressed.

139. **Action Planning:** Following the identification of targets, a collaborative action plan is developed involving the individual, relevant staff members, and possibly support professionals or counsellors. The action plan outlines specific strategies, interventions, or support mechanisms that will be implemented to assist the individual in achieving the identified targets. Clear roles, responsibilities, and timelines are established for all parties involved in implementing the action plan, ensuring accountability and follow-through.

140. **Monitoring and Review:** Progress towards established targets is monitored regularly through ongoing observations, feedback, and assessments. Feedback is provided to the individual on their progress, highlighting areas of improvement and offering additional support or guidance as needed. Periodic review meetings are scheduled to evaluate the effectiveness of the action plan, adjust targets or strategies if necessary, and provide ongoing support and encouragement to the individual.

9. Stage One - Step-by-step

141. The initiator meets the student and explains that their behaviour has triggered the formal disciplinary procedure, the reasons for this, and that they (and parents if under 18 on 31 August or have complex additional support needs) will get a formal notification of this and an invitation to have a telephone call or a face-to-face meeting.

142. If the student's behaviour causes concern for the safety of students and staff members, the Initiator will temporarily suspend the student, meaning they will not be allowed on campus until the above telephone or face-to-face meeting has taken place. The Initiator will temporarily block the student's lanyard via Advice and Admissions.

143. The initiator will investigate if the student has intentionally breached the Code of Conduct. The investigation will include speaking with all students and staff members involved to establish the facts and seek to understand the motivation for the breach.

144. The initiator logs the details of meeting on the student behaviour notification app or informs Group Administration who will do this on their behalf.

145. The initiator checks whether the student has any additional support needs and if so, notes this on the form of submission.

146. Group Administration send a formal disciplinary meeting invite to the student and parent (if under 18 on 31 August or has additional complex support needs), plus the following parties as relevant:

147. Any additional attendees requested on the submission form (e.g. such as Curriculum Manager, SIS)

148. If the student has additional needs, the invitation is sent to the relevant support service.

149. If the student has an EHCP, the invitation is sent to Support and Inclusion Service.

150. If the student is in residential accommodation, the invitation is sent to the Accommodation Manager.

151. If the student is Cared for or a Care Leaver, the invitation is sent to the relevant Transition and Retention Advisor.

152. Group Administration prepares a meeting pack for the teacher to include:

153. An outcome template

154. Copy of the procedure

155. Any evidence

156. A copy of the student's attendance and comments from Promonitor (visible to the student in Promonitor)

157. A recorder or if necessary, someone who will take notes.

158. The relevant people attend the formal disciplinary meeting, discuss the students' behaviour, review any evidence and agree on the outcomes. The possible outcomes are:

159. No case to answer and the student remains on the same programme

160. The student is given an adapted curriculum action plan with targets and an agreed review date. If the student has been suspended, a return to college plan is agreed.

161. The chair of the meeting informs Group Administration of the outcome via the outcome template in the disciplinary pack.

162. Group Administration sends a formal outcome for Stage One to the student (and parents if under 18 on 31 Aug) and uploads a copy of the correspondence to the disciplinary meeting on Promonitor.

163. If applicable:

164. Updates the disciplinary meeting on Promonitor.

165. If the outcome is an action plan with targets, adds a calendar reminder in the diary of the requester to carry out the review of targets set and to issue the outcome

166. If the outcome is an action plan with targets, the chair reviews the action plan by the agreed date and determines the outcome.

167. Possible outcomes:

168. If the student's behaviour has improved, the teacher praises the student and informs Group Administration to send communication.

169. Group Administration updates Promonitor

170. If there is no improvement, they trigger the Stage Two – Major breach procedure.

10. Stage Two – Major Breach – Formal Review

171. A Stage two disciplinary will be initiated where there has been a serious breach of the Code of Conduct or where previous interventions have failed to achieve the required improvement in behaviour. As part of the formal intervention process, this stage may ultimately result in a learner being withdrawn from their programme. The procedure follows a structured and fair process to address serious or persistent behavioural concerns, ensuring that all relevant circumstances are considered before any decision is made.

172. When?

173. Escalation from Stage One – Minor breach
174. Fighting/Physical Aggression/Violence
175. Harassment and bullying
176. Verbal Abuse
177. Drug or substance abuse
178. Possession of prohibited items - weapons, knives, alcohol, illegal drugs, stolen items, fireworks, pornographic imagery
179. Criminal activity
180. Hate crimes or discrimination.
181. Sexual misconduct
182. Threats of violence
183. Persistent defiance and disruption
184. Extortion or blackmail.
185. Cheating, copying or plagiarising in an assignment
186. Not adhering to health and safety regulations causing risk of harm to themselves or others
187. Giving false documentation or forging documents
188. Intentionally setting off a fire alarm and/or extinguisher.
189. Anti-social behaviour
190. Abusive on social media.
191. Repeated unauthorised absences
192. Ongoing failure to complete work.

193. Who?

194. Always involved (but not necessarily required at the meeting):

195. Faculty Director – has overall responsibility for stage two and must be informed
196. Curriculum Manager
197. Tutor
198. Teacher – member of staff initiating stage two
199. Student
200. Parent/Carer (if student was under 18 on 31 Aug or has complex additional support needs).
201. Group Administration

202. Support services

203. Support and Inclusion Service

204. May be involved:

205. Faculty Co-ordinator

206. Faculty Operations Manager

207. Residential Accommodation Manager

208. Head of Student Experience

209. What?

210. **Severe or escalated concern:** Behavioural issues that persist despite informal interventions or are deemed severe enough to warrant formal action are identified through observation, reports, or discussions with staff and individuals involved.

11. Stage Two - Step-by-step

211. The initiator meets the student and explains that their behaviour has triggered the formal disciplinary procedure, the reasons for this, and that they (and parents if under 18 on 31 August or has complex additional support needs) will get a formal notification of this and an invitation to have a face to face meeting.

212. If the student's behaviour causes concern for the safety of students and staff members, the initiator will temporarily suspend the student, meaning they will not be allowed on campus until the above telephone or face-to-face meeting has taken place.

213. The initiator will conduct an investigation to see if the student has intentionally committed a major breach of the Code of Conduct. The investigation will include speaking with all students and staff members involved to establish the facts and seek to understand the motivation for the breach. If the breach relates to substance misuse, Student Support must also be informed, and the teacher must refer to the substance misuse procedures.

214. The initiator logs the details of stage two onto the student behaviour notification app or informs Group Administration who will do this on their behalf.

215. The initiator checks whether the student has any additional support needs and if so, notes

this on the form submission.

216. Group Administration send a formal disciplinary meeting invite to the student and parent (if under 18 on 31 August or has additional complex support needs), plus the following parties as relevant -

217. Any additional attendees requested on the submission form

218. If the student has additional needs, the invitation is sent to the relevant support service.

219. If the student has an EHCP, the EHCP & Transition Coordinator Team must be informed of the Stage 2 Meeting.

220. If the student is in residential accommodation, the invitation is sent to the Head of Accommodation.

221. If the offence relates to drugs, the invitation is sent to Student Support.

222. If stage two is a result of a breach in behaviour within accommodation, the Accommodation Manager will need to ensure that faculty are aware.

223. The student can bring an advocate and any evidence they may have to the meeting.

224. Group Administration prepare a meeting pack for the initiator to include:

    225. An outcome template

    226. Copy of the procedure

    227. Any evidence

    228. A copy of the student's attendance and comments from Promonitor (visible to the student in Promonitor)

    229. A recorder

230. The relevant people attend the formal disciplinary meeting, discuss the student's behaviour and review any evidence.

231. Support and Inclusion Service and/or Lifeskills must attend all stage two meetings for any students with complex additional learning needs or an EHCP providing advice and guidance to the chair to jointly determine the outcome of the meeting

232. If drug-related, Group Student Support must attend the meeting to provide advice and guidance to the chair to jointly determine the outcome of the meeting.

233. The outcome of Stage Two is agreed at the meeting. The possible outcomes are:

234. No case to answer

235. Action plan for improvement with targets, support interventions and a date to achieve these by, if applicable.

236. Withdrawn from Activate Learning

237. If withdrawn from Activate Learning:

238. Students in residential accommodation will lose their place within accommodation. In the same way, students in accommodation that are withdrawn will also be withdrawn from their course

239. EHCP students cannot legally be withdrawn from college without an annual review meeting being held that year. The EHCP Coordinator, as part of the SIS team, will arrange for this meeting to take place prior to the disciplinary. If this has already occurred, a representative from Support and Inclusion Service must be informed and/or present at the Stage 2 meeting to update the local authority on the outcome.

240. The chair informs Group Administration of the outcome via the outcome template in the disciplinary pack.

241. Group Administration sends a formal outcome for the stage two to the student (and parents if under 18 on 31 Aug) and uploads a copy of the correspondence to the disciplinary meeting on Promonitor. If applicable:

242. Updates the disciplinary meeting on Promonitor.

243. If the outcome is an action plan with targets, adds a calendar reminder in the diary of the requester to carry out the review of targets set and to issue the outcome

244. If there is an action plan for improvement, faculty will monitor the student to ensure they are achieving and engaging with the objectives. On the agreed review date a meeting should be held with the student and parents (as relevant). The progress on the action plan is reviewed and from this the chair decides an outcome, the possible outcomes are:

245. If the student's behaviour has improved, the initiator praises the student and the process is ended

246. Extension of targets and setting a new review date
247. Student to be withdrawn from Activate Learning

248. The chair informs Group Administration who updates Promonitor and sends the relevant correspondence

12. Appeals Procedure

249. Students will be allowed to appeal disciplinary decisions and/or penalties, with appeals reviewed by someone not previously involved. Appeals will usually need to be submitted in writing and may involve a review or full rehearing. Valid grounds will include procedural errors, unreasonable decisions, new evidence, perceived bias, or disproportionate penalties. The scope and potential outcomes of appeals will be clearly communicated. Where appropriate, appeals will overturn or refer decisions back for reconsideration. If upheld, providers will consider remedies for any adverse impact. Appeal hearings will follow fair and transparent procedures.

250. Students wishing to appeal a disciplinary withdrawal must submit their appeal in writing to Group.Administration@ActivateLearning.ac.uk within 10 working days of receiving the original decision. The appeal must clearly state the grounds, which may include:

251. The penalty was disproportionate to the offence
252. The decision was based on incorrect facts
253. The procedure was not followed correctly
254. New evidence unavailable at the original meeting, which could materially affect the decision

255. Appeals submitted after the 10-day deadline or lacking valid grounds may be rejected. The decision to accept or reject the appeal will be communicated within 5 working days.

256. If accepted, the Executive Director of Faculty will appoint an uninvolved Director of Faculty to review the case. This director will:

1.1. Review the process and evidence
1.2. Decide the outcome, which may be to:

257. Uphold the original decision
258. Revise the penalty while upholding the decision

259. Convene a new disciplinary meeting led by a different manager

260. The appellant will receive the final appeal outcome within 15 working days of acceptance. No further appeals are permitted.

261. **For Higher Education students only** - If an appeal is not upheld or permitted, a Completion of Internal Procedures Letter will be issued within 14 working days, clearly outlining the outcome and reasons. Students will also be informed of their right to submit a complaint to the Office of the Independent Adjudicator for Higher Education (OIAHE) within 12 months, along with guidance on accessing advice and support.

References

Other information, policies and procedures associated with this procedure:

- Student Positive Behaviour Management Policy
- Education Act 1996
- Article 8 of the European Convention on Human Rights
- Student Search Procedure
- Health and Wellbeing Policy
- Student Disciplinary Appeal Procedure
- Child on Child Abuse, Student Harassment and Sexual Misconduct Procedure
- Admissions Policy
- Criminal Convictions Procedure
- Use of Reasonable Force Procedure
- Safeguarding and Child Protection Policy
- Student Code of Conduct

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