

Learner Behaviour Policy and Procedure

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Policy & EIA Approval date	Policies remain valid until revoked or reviewed.
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Date of Board approval	N/A

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1. Purpose

This policy outlines the colleges procedures in relation to managing the behaviour of all learners who are studying at Stanmore College. The College promotes a culture of respect and aims to deal with any behaviour concern in a fair and consistent way. The Behaviour policy offers stages to reinforce our expectations to learners, providing them opportunities to improve and learn from their experiences.

2. Scope

This policy applies to all learners whilst on college premises, on work experience, industry placements and educational trips and in any other situation where they are representing the College or engaged in college activities.

3. Induction

Learners will be given an induction in:

- College and statutory health and safety regulations and requirements.
- College expectations, rules, and the learner version of the behaviour policy.
- Expectations of attendance and punctuality across all elements of their programme.
- Assessment policy and plagiarism guidelines.
- Guidelines for using the study centre and learning resource centre.
- How to access College electronic systems for communication to enable learners to undertake a proportion of their learning and support remotely e.g. email, Study Space, Microsoft Teams, learner app, etc.
- Work experience/placement guidelines.
- Equity, Diversity and Inclusion (EDI) Policy
- Safeguarding.
- In addition to the College rules, guidance is given to learners on the arrangements and expectations for site security in the Learner Handbook.

College expectations and rules: [Learner Handbook](#)

4. Expectations

All staff have a responsibility to promote positive behaviour and challenge inappropriate behaviour which breaches the Colleges code of conduct and expectations as appropriate. Incidents should be dealt with through maintaining positive relationships and providing opportunities for learners to learn from their experiences and to take responsibility for their actions.

All behaviour meetings will be conducted fairly, with empathy and understanding, recognising that learners may have experienced trauma that could impact their behaviour. All learners should be supported by staff to maintain standards of performance, including attendance and punctuality, completing homework, handing work in on time and bringing the appropriate books and equipment to lessons. Teachers should ensure that learners are referred for additional support where necessary.

5. College Values

The College values underpin the way in which we conduct ourselves in achieving our mission and how we act as role models for our learners.

- Inclusive – we value all people
- Aspirational – we want to do our best to achieve a high level of success
- Supportive – we encourage and support each other
- Respectful – we show consideration for others
- Open and Honest – we tell the truth and do not deceive people
- Innovative – we step outside our comfort zone trying new things in new ways
- Safeguarding – we believe in protecting people's health, wellbeing and human rights
- Ambitious – we encourage learners to exceed their expectations
- Learner Focus – we actively involve learners
- Collaborative – we adopt multiple educational approaches

6. Recognition for meeting the standards/Learner Awards

Learners who consistently meet or exceed expectations are acknowledged through a range of recognition processes. Staff can celebrate learner achievements in various ways, including acknowledging consistent positive behaviour, strong performance, or personal progress. Positive feedback can be recorded through platforms such as ProMonitor and is shared with learners via the associated app.

An annual awards event is held to celebrate and recognise those learners who have demonstrated outstanding achievements throughout their time at college.

7. Behaviours not meeting the standards

In the event of learners not meeting the behaviour expectations and responsibilities outlined above, Stanmore College will apply proportionate sanctions in an open and transparent way. We also reserve the right to investigate incidents which occur off-site. This section outlines the negative behaviours which constitute misconduct and gross misconduct and the following stages that will be applied. Misconduct can include academic or conduct related behaviours.

7.1 Misconduct

The examples below are not exhaustive or exclusive and offences of a similar nature will be dealt with under the behaviour procedure.

- Smoking (including vaping) within any College building, or in any other unauthorised area.
- Absence without permission or other good reason from scheduled classes. Including being on site but not in class.
- Failure without good reason to meet assignment deadlines.
- Breach of College rules such as ID cards not being worn visibly at all times or refusing to show them on request.
 - Using a digital device including mobile phone in class which is not part of the learning process. (Unless required for monitoring of a learner's health condition e.g. Diabetes. Details will be recorded on ProMonitor)
- Persistent distracting behaviour in the classroom impeding learning of others.
- Wearing of hats or hoods whilst on site.

7.2 Gross misconduct and Suspension

The following behaviours are regarded as **gross misconduct** and will be escalated to the final stages of the procedure (STAGE 4 or 5) as outlined in this policy. If learners are found to be engaging in any of these behaviours it could lead to permanent exclusion of a learner. The examples below are not exhaustive or exclusive and offences of a similar nature will be dealt with under the behaviour procedure. Gross misconduct is conduct which constitutes a serious incident and is likely to lead to immediate suspension pending a full investigation.

- Violent, indecent, threatening, or offensive behaviour or language.
- Allegation or incident of harmful sexual behaviour.
- Any incident of misogynistic, racist, homophobic, or transphobic bullying.
- Inappropriate use of social media e.g. filming, recording, and or posting acts of aggression, violence, or sexual behaviour.
- Abusive or offensive emails, including the use of others' emails. Using College computers resources to download offensive material, pornographic material or material that could be used to encourage radicalisation or terrorism (other than for research purposes clearly linked to an assignment).
- Personal online behaviour that causes, or increase the likelihood of, harm including cyber bullying and sexting.
- Breaches of the Assessment Policy and guidelines including plagiarism, coercion, use of AI, and any other form of cheating in assessments or examinations.
- Actions likely to cause injury or impair safety either on College premises or any other sites associated with the College.
- Assisting unauthorised entry to any College site, including lending others' college IDs, or using others' ID to enter college.
- Possession or use of knives or any other item which could be used as an offensive weapon.
- Refusal to participate in random wandung or screening.
- Possession of offensive material, such as pornography, racist or extremist material.
- Possession, sale or use of alcoholic beverages or illegal substances (including legal highs) or being under the influence of, on college premises. Prescription drugs would fall into this category of they are sold or distributed or used by someone they were not prescribed for.

- Theft or damage, particularly malicious or negligent damage to, College property, or damage to property of the College community.
- Committing a criminal offence on college premises or whilst involved in college activities, or other conduct likely to bring the college into disrepute.

7.3 Criminal Activity

The College reserves the right to report potential criminal activity to the police.

8. Suspension/Time out

Suspension and Time Out Procedure:

- Parents, guardians, or carers of learners **under 18** — or **up to 25** if the learner has an **EHCP (Education, Health and Care Plan)** — **must be informed of the suspension before the learner leaves the site.**
- A **suspension** should last **no more than 5 days**, unless **approved by the Assistant Principal.**
- On the **day the suspension is issued**, a **letter and email** must be sent home via the **C4C email system.**
- Staff should send the relevant suspension details to the **C4C Outlook email group.** The **College Central Admin Team** will then send the letter to both the learner and their **parent(s)/guardian(s)/carer(s).**
- If the incident occurs in the **evening**, the letter must be sent on the **next working day.**
- A **'time out'** should last **no longer than 1 day.**

8.1 The purpose of suspending learners

Suspension is not a punishment. Suspension is designed to be used pragmatically in situations where learner tempers need to cool down or when a proper investigation of an allegation or an incident would be hampered by having the learner(s) on site.

8.2 When to suspend learners

Although suspension is designed to be used pragmatically, it is usually used only when there has been a serious breach of college rules.

This might include allegations of gross misconduct or where a concern of risk is unknown and needs to be determined through an investigation.

8.3 When not to suspend

When the breach of college rules is less serious, or when there is no threat to other learners / staff through keeping the learner on site while the matter is being investigated.

In these cases, having ensured that there is no immediate threat to the safety of anyone on site, provide a clear statement of the breach of rules to the appropriate manager for them to follow up using the behaviour stages identified below.

8.4 Who can suspend

Duty Manager and any member of SLT.

8.5 How to suspend

Explain to the learner the reasons for suspension, explain that suspension is not a punishment, and it does not mean that the college assumes the learner is guilty of the allegations. Suspension allows any risk to be managed and an investigation to be carried out without further incident so a course of action can be determined.

8.6 When to use a 'time out'

A manager may decide to use a 'time out' for a learner/s following a low level incident to support the de-escalation of an occurrence or to prevent contact between parties for a short period of time, usually one day.

Actions to be taken by the manager suspending/time out:

- Ensure the parents/guardians/carers of under 18-year-old learners [or up to 25 for those learners with an EHCP] are informed of the suspension/time out before they leave site.
- For those learners with an EHCP, the Learning Support Manager must be notified of the incident.
- Take a statement from the learner/s before sending them off site.
- Explain to the learner that they should make no contact by phone, social media or in person with others involved in the incident until after the matter has been resolved by the college.
- Escort the learner to the security team at the gate. Take their ID and pass to security.
- Ensure that statements are taken from all other immediate witnesses to the incident.
- File a suspension report by clicking on the suspension icon on the learner's profile. This will inform all staff who need to know including security.
- Give a verbal handover to relevant the Manager / Assistant Principal. There must be a named member of staff who will lead on the investigation and subsequent procedures.
- Complete an incident form and send to the Head of Estates and Safeguarding.
- Inform the learner (and parent/guardian/carer if under 18 or up to 25 for those learners with an EHCP) in writing of the reason/s for suspension on the same day via C4C email. If an incident occurs in the evening, a letter should be sent on the next working day.
- If a learner is involved in a police investigation, the Designated Safeguarding Lead/Deputy Safeguarding Lead will determine if it is safe for them to attend college and if it is safe for other learners and staff for that learner to continue to study in college during the investigation. A suspension may remain in place throughout a police investigation.
- Any learners who are suspended will be reviewed every fortnight by the DSL and relevant academic manager.
- The Curriculum Manager must ensure that work will be provided to the learner so that their education can continue during this time.
- Learners attending exams whilst suspended will need to be escorted whilst on site.

9. Behaviour Procedures

If learners fail to maintain the expected standards staff should take steps to follow this up. These steps vary according to the nature of the breach. All staff are expected to address poor behaviour; however key staff are identified at each stage to ensure that they take the lead on the actions required.

- Attendance and punctuality-please see the [Attendance and Punctuality Policy](#)
- Formal assessment- please see the [Assessment Policy](#)
- Details and guidance on avoiding plagiarism – please see the [Plagiarism Policy](#)

Teachers have statutory authority to manage behaviour effectively and ensure a safe learning environment. (Teachers' standards Part one: section 1 and 7)

9.1 Informal Stage – Cause for Concern – All staff (academic and support)

Challenging behaviours which break the codes of conduct, such as coming unprepared to lesson, not wearing ID badges, or disrupting the learning of others should be dealt with by the classroom teacher, tutor or member of staff observing such behaviours. This applies to all staff across the college site. Learners will be expected to apologise and give an undertaking not to repeat the behaviour.

If the learner does not respond positively as expected to the staff members request this must be logged on the learner's profile on ProMonitor under a **cause for concern comment**.

The relevant staff member must record the action taken against the concern and the learners response.

Where appropriate, learners may also be referred to support, either through the Pastoral Support Team, Additional Learning Support Team, or Study Coaches as applicable. Compliance should be rewarded and noted via positive comments on Promonitor.

Formal Behaviour Stages

9.2 Formal Stage 1 Verbal warning – all staff [Progress Coach to be notified]

Any staff member includes academic staff and support staff.

The issue of a Stage 1 Verbal Warning may come from: weekly reference to the learners Promonitor profile and **number** of causes for concern raised, where there is evidence of repeated behaviours (i.e. Persistently not bringing learning materials, disrupting others learning etc.) or where learners have not complied positively to staff requests.

Examples (not exhaustive)

- Attendance below minimum standards – 85%
- Unauthorised absences from 2 or more lesson in a week
- Regular issues regarding punctuality
- On site but not in class
- Concerns regarding regular sickness
- Swiping and leaving class
- Refusal to wear learner ID card
- Persistent use of mobile phone in class (without approval)
- Any failure to follow the instructions of a member of staff
- Minor disruptive behaviour in the classroom or on site
- Minor infringement of IT policy
- Minor breach of code of conduct

The member of staff must:

- Meet with the learner to inform them of the warning.
- Record the Stage 1 formal verbal warning on the learners' ProMonitor profile in 'manage learner meetings' on the same day. Copy in the Progress Coach to inform them of the warning.

- Put in place agreed actions for the learner. Where appropriate this should be in the form of agreeing targets with the learner which are logged on their ILP and then reviewed in 2 weeks and recorded in meeting summary.
- Provide an opportunity for reparation with the learner or staff member involved.
- Decide whether it is appropriate to refer the learner for support, either through the Pastoral Support Team, Additional Learning Support Team or Study Coaches and make that referral if necessary.

If the learner's behaviour improves – praise and log as action complete. **(n.b. Learners will remain on this stage)**

If patterns of behaviour continue or re-emerge (failure to improve) FORMAL STAGE 2 (will be initiated)

9.3 Formal Stage 2 – First written warning – Academic Teacher / Progress Coach

Any member of staff can recommend that a formal warning is issued by liaising with the learner's Progress Coach. The Progress Coach details can be found on the learner's profile page in the intranet.

This might be for a single incidence of behaviour, breaching the code of conduct of reasons that warrants going straight to this stage; or through not meeting agreed actions and timescales from the previous stage of the behaviour process. A Stage 2 First Written Warning may be issued by the Academic Teacher or Progress Coach.

Examples (not exhaustive)

- Failure to improve behaviour after a stage 1
- Smoking or using e-cigarettes within the College grounds
- Repeated disruptive behaviour on site or within the classroom
- Poor performance at work placement
- Failure to follow health and safety rules whilst undertaking any activity
- Failure to follow instructions given by a member of staff

The member of staff issuing the warning must:

- Check the previous notes on ProMonitor to see if any recorded circumstances are relevant to the issue of the warning.
- Meet with the learner to issue the warning and discuss the implications.
- Contact parents/guardians/carers by phone to inform them of the warning (for under 18s and learners up to 25 years of age with an EHCP) at the earliest convenience.
- Ensure a letter is sent home to inform parents/guardians/carers of the warning (for under 18s and learners up to 25 years of age with an EHCP) via C4C email on the same day.
- Record the Stage 2 formal written warning on the learners' ProMonitor profile under 'Manage learner meetings'.
- Put in place agreed actions for the learner. Where appropriate this might be in the form of placing the learner on a Support Action Plan with actions agreed for two weeks to monitor and review. The Progress Coach will lead on working with the learner and monitoring the actions identified through the Support Action Plan.
- Decide whether it is applicable to refer the learner for support, either through the Pastoral Support Team, Additional Learning Support Team or Study Coaches and make that referral if necessary.

If the learner's behaviour improves – praise and log as action complete. **(n.b. Learners will remain on this stage)**

If patterns of behaviour continue or re-emerge (failure to improve) FORMAL STAGE 3 (will be initiated)

9.4 Formal Stage 3 Second written warning – Curriculum Manager

Any member of staff can recommend that a formal warning is issued. This might be for a single incidence of behaviour breaching the code of conduct of sufficient seriousness that warrants going straight to this stage; or through not meeting agreed actions and timescales from the previous stage of the behaviour process.

A Stage 3 Second Written Warning will be issued by the Curriculum Manager

Examples (not exhaustive)

- Failure to improve behaviour following Stage 2
- Any breach of obligation set out in the learner code of conduct, equal opportunities, health and safety and safeguarding policies
- Antisocial behaviour
- Deliberate, or by negligence, causing minor damage to any College building, equipment, or property of others
- Continued disruptive behaviour on site or within the classroom
- Continued poor performance or non-attendance at work placement
- Bullying incidents (non-physical)
- Any infringement of the College IT policy
- Any other act which may have an adverse effect on the work of the College or other learners

The member of staff issuing the warning must:

- **Check the previous notes on ProMonitor** to see if any recorded circumstances are relevant to the issue of the warning.
- **Contact parents/guardians/carers by phone** to inform them of the warning and invite them in for the formal meeting (for under 18s) **on the day of the warning/incident**.
- **Ensure a letter is sent home** to inform parents/guardians/carers of the warning (for under 18s and learners up to 25 years of age with an EHCP) via C4C email **on the same day or next working day** if an incident happened in the evening.
- Formally meet with the learner and their parents/guardians/carers **within 5 working days** to issue the warning and agree strategies to address the concerns and discuss the implications of not meeting the agreed targets.
- **Record the Stage 3 formal written warning** on the learners' ProMonitor profile in 'manage learner meetings'.
- Put in place agreed actions for the learner. Records actions and targets on the learners ILP and monitor and review progress within two weeks. The Progress Coach will lead on working with the learner and monitoring the actions identified through the Support Action Plan.

- Decide whether it is applicable to refer the learner to support, either through the Pastoral Support Team, Additional Learning Support Team or Study Coaches and make that referral if necessary.

If the learner improves, praise and log action as complete. (**n.b. Learners will remain on this stage**) Compliance should be rewarded and noted.

If patterns of behaviour continue or re-emerge (failure to improve) FORMAL STAGE 4 will be initiated, and the case referred to the Director/Assistant Principal.

9.5 Formal Stage 4 Final written warning – Director / Assistant Principal / Director of Student Services

Any member of staff can recommend that a formal warning is issued. This might be for a single incidence of behaviour breaching the code of conduct of sufficient seriousness that warrants going straight to this stage; or through not meeting agreed actions and timescales from the previous stage of the behaviour process. A Stage 4 Final Written Warning will be issued by the Director / Assistant Principal/ Director of Student Services.

Incidents of **gross misconduct** could lead directly to a suspension and an exclusion meeting due to the seriousness of the incident.

See list under gross misconduct section 8.2.

The member of staff issuing the warning must:

- Complete an investigation report and incident report (where applicable).
- Submit a MyConcern and inform the safeguarding team when incidents are also safeguarding concerns.
- Check the previous notes on ProMonitor to see if any recorded circumstances are relevant to the issue of the warning.
- Contact parents/guardians/carers by phone to inform them of the warning and invite them in for the formal meeting (for under 18s). For incidents that would be on the same day or for failure of previous stage, on the same day of the review.
- Ensure a letter is sent home to inform parents/guardians/carers of the warning (for under 18s and learners up to 25 years of age with an EHCP) via C4C email on the same day or next working day if an incident happened in the evening.
- Formally meet with the learner and their parents/guardians/carers to issue the warning and discuss the implications, notably that any failure to improve within a given timeframe is likely to lead to withdrawal from the college.
- Record the Stage 4 formal written warning on the learners' ProMonitor profile in 'manage learner meetings'.
- The learner will be placed on a Support Action Plan with actions agreed for two weeks to monitor and review. The Progress Coach will lead on working with the learner and monitoring the actions identified through the Support Action Plan.
- Decide whether it is applicable to refer the learner to support, either through the Pastoral Support Team, Additional Learning Support Team or Study Coaches and make that referral if necessary.

If the learner improves, praise and log action as complete. (**n.b. Learners will remain on this stage**) Compliance should be rewarded and noted.

If the learner fails to comply the case should be referred to the Deputy Principal Curriculum & Quality and the exclusion panel initiated.

9.6 Stage 5 Exclusion Panel – Deputy Principal Curriculum and Quality

Incidents of gross misconduct could lead directly to an exclusion meeting due to the seriousness of the incident. **See list under gross misconduct section 8.2.**

Also, if the learner fails to comply with requests and does not meet the conditions of his/her action plan following a stage 4 behaviour, a meeting will be convened by the Deputy Principal Curriculum & Quality, comprising the Assistant Principal, Curriculum Manager and other involved members of staff as appropriate.

For those learners with an EHCP, the investigating manager must liaise in the compiling of their report and recommendations with the Learning Support Manager. The Learning Support Manager or a suitable representative should attend the exclusion panel.

This may result in exclusion, deferment of course or other alternative provision (such as reduced qualification or alternative modes of delivery) as appropriate.

- For gross misconduct incidents an investigation will be undertaken by the relevant Manager and recommendation for exclusion submitted, with evidence and a report, to the Deputy Principal within 5 working days. More complex investigations may take longer but no more than 10 working days.
- Parents/guardians/carers will be invited to a meeting and will receive written communication of the process and outcomes following an investigation, and a meeting should occur with parents/guardians/carers and learner present.
- Student Services will be invited to offer support and advocate on behalf of the learner where necessary.
- Learners should be made aware of the right to and processes for appeal.
- All learners who are excluded will be offered a 1:1 career guidance appointment with the College Careers Adviser.

10. Appeal against exclusion

An appeal must be made in writing within five working days of notification of exclusion and be in writing/email addressed to the Principal. The appeal letter must be written by the learner themselves.

Appeals will only be considered based on one of the following grounds:

- Severity of the disciplinary action was disproportionate.
- A failure to follow procedures outlined in the policy.

- New evidence that was not available at the time of the exclusion hearing.

The Principal will review the documentation associated with the case and may wish to speak to the learner personally.

The Principal's decision will be final.

11. Learners progressing between courses

The following rules apply for learners progressing from one qualification aim to the next.

For any learner staying on the same qualification aim – the level of behaviour already accrued stays the same. (e.g. Level 3 Year 1 to Level 3 Year 2)

For any learner returning, but onto a new qualification – for behaviour levels 1, 2 or 3, this is deleted, and the learner starts from the beginning again.

For any learner returning, but onto a new qualification – for behaviour level 4, the level is reduced to a level 3.

If a learner is on a level 3 90 credit diploma and progresses to a level 3 extended diploma, then effectively they are staying on the same qualification, and the first point applies.

12. SEND and Care Experienced Learners

Learners with special educational needs or disabilities, social and emotional needs or who are care experienced are subject to the behaviour procedure in the same way as other learners. However, it is important to ensure that they are fully aware of the potential consequences of their behaviour and, if a behaviour sanction is applied, fully understand the sanctions that are being applied.

It will be advisable for the staff member initiating the behaviour stages to seek advice from the Learning Support Manager or Director of Student Services to ensure that the behaviour procedure is the most appropriate intervention.

If a learner with special educational needs or disabilities is invited to a behaviour meeting, then it may be appropriate to have a member of staff to provide impartial advocacy support for them.

When considering an exclusion from college the Director/Assistant Principal should, in consultation with the Director of Student Services / Learning Support Manager ensure that reasonable adjustments have been taken by the college to respond to a learner's support needs so that the learner is not treated less favourably for reasons related to their special educational needs, disability, emotional behavioural difficulties or personal circumstances, for example, the learner is a Looked After Child or Care Leaver.

Reasonable adjustments include:

- Differentiation in the college's Behaviour Policy
- Developing strategies to prevent the learner's behaviour
- Requesting external help
- Staff training

13. Communication of the policy

The role of the Director of Student Services includes ensuring that all learner facing staff are aware of the Learner Behaviour Policy and how it operates and that the procedures are followed.

There is a learner guide to College Expectations and the Behaviour Process held on Study Space in the induction and tutorial resources.

There is a parent guide to College Expectations and the Behaviour Process on the College website and shared with parents/guardians/carers at the start of each academic year.

Appendix A - Behaviour procedure flow chart – Formal Stages









