



Croydon
College



COULSDON
SIXTH FORM COLLEGE



Croydon
University
Centre

Positive Behaviour and Performance Policy 2025/26
(Including Procedures for implementation)
Approved by: Croydon LQC
Date approved: <i>Subsequent adjustments to Appendix 4 were approved by the Corporation Board at their meeting on 3 July 2024</i>
Strategy/Policy Responsibility: Deputy Principal for Curriculum
Review date: June 2026

1.0 INTRODUCTION

At Croydon College staff and students work together to create an inclusive and enjoyable college community in which our students and staff are able to achieve their potential.

Croydon College is made up of a diverse and vibrant community of staff and students, where individuals work together, socialise, learn and develop in a safe, mutually supportive and non-threatening environment. We foster an atmosphere of mutual respect developing a creative and supportive learning environment in which students can thrive. We therefore ask that everyone acts as responsible, active citizens, demonstrates a positive attitude towards learning and work while attending College, and performs their studies in a manner that maximises their opportunity to fulfil their potential.

All members of College staff act as role models to students and support positive student behaviour by setting high standards and expectations. Staff recognise and reward positive behaviours with praise, supporting the development of students' self-esteem and self-discipline. We also expect all staff to challenge negative behaviours, in order to maintain a positive and pleasant college environment for all.

2.0 PURPOSE

This policy is aligned to the college's values:

- a. Students are at the heart of all we do; we ensure our decisions and actions focus on our students and their attainment
- b. Our staff are our greatest asset; we value our staff and their expertise and invest in them
- c. Respect for all; we celebrate diversity creating an inclusive and enjoyable environment
- d. Ambitious for our students; we support our students to achieve their potential
- e. Aim to be Great in all we do; we are reflective, innovative and always learning
- f. Serve our community; we support our communities economic and social prosperity

The purpose of this policy is to support an enjoyable college community, in which staff and students can reach their potential. It is supported by a set of procedures which aim to support students' progress, develop positive student behaviours, and recognise the challenges that all students face in their daily lives. It aims to support students to achieve their potential and maintain a respectful and enjoyable college community.

The policy and procedures outline the steps we will take where a student is either,

1. not being respectful or acts in a way that is damaging to the college community.
2. performing in a way (through poor attendance, punctuality, or non-submission of assessments) that is likely to result in them failing or under-performing in one/more elements of their study programme

The procedures contain a staged process of actions to be undertaken when these expectations of performance and/or behaviour are not met.

3.0 SCOPE

The Policy applies to all students following successful enrolment on a college course of study. This includes apprentices in their learning sessions and employers are informed of any use of the staged process. The Policy also applies to students in the immediate vicinity of the College, whilst travelling to/from college, whilst on work experience, on trips or visits, and whilst representing the College within the community.

A student who is under 19 means 'under 19 on 31 August in the teaching year when the student commences a study programme'. This is in accordance with the ESFA definition. A student who is 18 on 31st August will be treated as '18' for the whole of the academic year. Parents/carers/NOK/social workers of students under 19, or of students up to the age of 25 where they have an Education, Health & Care Plan will be informed of any actions from the staged process, unless a student is living independently, or any safeguarding issues have been identified.

4.0 PRINCIPLES

As far as is reasonably practicable, the College aims to:

- a. Safeguard the right of individuals to fair and equitable treatment and to ensure that members of the College community are able to work or study within a safe and secure environment.
- b. Promote positive behaviour and readiness to be active members of the college community and citizens of the wider society.
- c. Encourage and promote learning and progress for all of its students.
- d. Provide a secure and safe environment for its students and staff.
- e. Consider appropriate action when students have not met the high expectations we set for them. This can include early intervention: support for students appropriate to their needs; opportunities for improvement; and a range of sanctions, according to the circumstances. Sanctions are used only when support and improvement strategies have been exhausted.
- f. Maintain contact with parents, carers, NOK, social workers and employers, where appropriate to the age and circumstances of the student, to ensure that students are appropriately supported to improve.

5.0 POLICY & PROCEDURE DETAILS

- 5.1 Expectations of positive student behaviour, what students can expect from the College, and examples of unacceptable performance or behaviour are laid out in Appendix 1. These expectations are explained to students at induction, and reinforced throughout their studies by personal tutors, by teachers, by safeguarding and wellbeing officers, by progress coaches, by learning support assistants and by all staff in college in their everyday interactions. Signing a learning agreement confirms a student's acceptance of these expectations of their behaviour. Teachers may choose to agree 'ways of working' with each group they teach at the beginning of each course. This is where expectations of how the students will work together and with their teacher are agreed and established. This will help to establish expectations and support positive behaviours.
- 5.2 Any student who does not meet the College expectations of student performance or behaviour will be supported to do so through the staged process outlined in this policy and set out in Appendix 2. The management of performance and behaviour are considered separately and it is possible for a student to move through this policy at different speeds for each element depending upon the nature of each intervention. Every attempt is made to enable the student to behave in a positive manner building their self-esteem and developing their self-discipline. A student who is consistently unable to meet these expectations or who displays unacceptable behaviour may be subjected to sanctions which could include temporary or permanent exclusion from the College Community.
- 5.3 It is very important that at each stage of the process the student is given every opportunity to explain their behaviour and to discuss any additional support needs that they may have. It is also very important that the tone of this whole procedure is one of support to change and improve behaviour that does not currently meet expectations. Sanctions are only used where support measures have failed.
- 5.4 At both campuses a duty management rota will be maintained throughout the college day. Managers at all levels will be part of this rota maintaining a supporting and positive physical presence in the communal areas of each building. The manager is a support to the Client Care and Premises teams in maintaining a calm, well-behaved, pleasant, inclusive and welcoming environment. Any behaviour that is not manageable is reported to the relevant Head of School at Croydon or to the Head of Faculty at Coulsdon and recorded on MyPT.
- 5.5 Causes for concern, discussions between staff, meeting notes, action plans, monitoring of targets set, and communications with parents, NOK and carers of under 19s, or under 25s of those with EHCPs, the social workers of looked after children, or the employers of apprentices, are to be recorded in MyPT. This is to provide a full record of actions taken to support the positive behaviour of the

student, sharing these amongst all members of staff who are involved with the student and ensuring that everything has been done to achieve improvements to behaviour. It will also provide evidence at the next stage of the process if this is relevant and enable an analysis of the use of the staged process with different types of learners.

- 5.6 Schools at the Croydon Campus and the Campus at Coulsdon are responsible for implementing the stages in this procedure. They can be supported by the campus admin teams in sending out any formal communications although most record keeping will be undertaken by the members of staff involved with the student, and the curriculum manager, or programme leader for HE, in MyPT.

- 5.7 Stages in the Procedure. For full details see Appendix 2 or a summary with key personnel in Appendix 3

5.7.1 Performance alert

Where the student is finding it difficult to meet college expectations and which may be dealt with by agreeing action(s) for improvement

Any member of staff can work directly with the student to establish the ways in which the student is not meeting college expectations, create plans for improvement with appropriate targets, and put support strategies in place.

Following concerns that would lead to a formal staged process, NOK contacts will be informed of each stage and the outcomes agreed. It will be the responsibility of the stage lead to ensure that all relevant contacts are kept informed, with a record of contact to be placed on college systems (i.e. MyPT).

5.7.2 Formal process - Stage 1 will be implemented where:

- 1. the student has not achieved the improvement targets agreed in the Performance alert**
- 2. there is an ongoing inability to meet College expectations**

The tutor / teacher agrees a set outcome with the student and sets a date for reviewing progress against the agreed outcome. Further support strategies are also agreed and implemented, SMART targets set to define expected actions, outcomes and timescales for monitoring, together with the consequences of not making the required progress clearly explained. All information is recorded on MyPT.

NB – it is possible for a student to have separate Stage 1 interventions for both Performance & Behaviour. If SMART targets are met for an initial Stage 1, it is possible for further intervention at Stage 1 for subsequent low-level concerns.

5.7.3 Formal process – Stage 2 Will be implemented where

- 1. the student has not achieved the improvement targets agreed in Stage 1**
- 2. there is an ongoing inability to meet College expectations, despite the implementation of a range of support strategies**
- 3. there is a clear deterioration in student behaviour, or a serious instance of poor behaviour**

The curriculum manager, deputy Head of Learning, or Programme leader for HE, conducts this stage of the process with the main aim of supporting the student to demonstrate positive behaviours and to meet College expectations. This is in a more formal context than has been used, will involve a meeting with NOK of Under 19 students, and carry a clear understanding that the inability to meet the SMART targets set may result in exclusion from the College. Additional support strategies are agreed and implemented, SMART targets set to define expected actions, outcomes and timescales for monitoring, and recorded on MyPT.

NB – Stage 2 interventions may, where appropriate, take place for both Performance and Behaviour (i.e. a student may have two Stage 2 warnings).

5.7.4 Formal process - Stage 3 will be implemented where

- 1. the instance of unacceptable behaviour is sufficiently serious that it is not appropriate to use the previous stages**
- 2. a student repeatedly fails to meet targets set outlining expectations for behaviour or performance despite support and sanctions used through the earlier stages**

This stage is implemented by the Head of School / Head of Learning or other member of the management team and can lead to possible permanent exclusion. The right to exclude is exercised by the relevant Vice Principal at Croydon Campus, or the Principal of the Coulsdon Campus. The Stage 3 meeting can result in a recommendation for exclusion.

NB – Stage 3 interventions may, where appropriate, take place for both Performance and Behaviour (i.e. a student may have two Stage 3 warnings).

It is expected that for each of the stages a review with the learner (and NOK if appropriate) will be completed within 10 working days.

5.7.5 Permanent Exclusion

Permanent Exclusion is implemented by the relevant Vice Principal at the Croydon Campus, or by the Principal of the Coulsdon Campus and is based on the evidence provided from Stage 3 of the formal process.

5.7.6 Appeal Stage

Students who have been Permanently Excluded from the College have the right to Appeal against the decision on the grounds that the outcome was unfair or unreasonable in the circumstances and/or that the procedure outlined in this document was not followed.

They must put their request in writing to the Principal & CEO of the College within 10 working days of the date of the Permanent Exclusion letter and include a brief statement setting out the grounds upon which they are appealing. Any new evidence they wish to be considered should be provided at this stage.

5.7.7 Suspension

The Duty Manager or more senior manager may send a student home or off the

premises pending a return to College the next working day for a meeting with the student's curriculum manager or programme leader for HE. Suspension can also occur when the continued presence of a student at College leads to concerns about their own safety or the safety of others, or where it is more appropriate that they are not on the premises or involved in College activities whilst an incident is being investigated. Suspension would normally occur where there has been an incident or alleged incident of unacceptable behaviour. Duty Managers may also consider organising a 'cooling off' time and location to avoid the need for suspension as appropriate.

Where appropriate a period of 'Internal Suspension' may be implemented where the Duty Manager, in conjunction with safeguarding and well-being staff, consider that the student's safety is best maintained by not requiring them to leave the campus. In this case they will continue their studies privately under the supervision of staff. If arrangements are made to send learner home, this can only be done once NOK has been informed.

Permanent or Temporary Exclusion may be applied following a Stage 3 meeting.

5.7.8 Special considerations

- Students with learning difficulties or disabilities may display inappropriate behaviour patterns. It may be that their behaviour is determined by factors out of their control i.e. medical or drug-controlled behaviour. In this case, it is important that the situation is reviewed by the Head of ALS in conjunction with the curriculum manager, or programme leader for HE, before the formal staged processes are considered.
- If a student has an Education, Health and Care Plan, ALS need to be informed and involved at all stages to maximise the support available to the student and be part of a Stage 3 if there is any chance of the outcome being an exclusion.

5.7.9 Summary of possible outcomes of the staged process. These may include but are not limited to:

- A record on MyPT held for each stage of the process to inform further action, the next stage, progression within the college and references.
- An action plan for improvement with targets, support strategies, timescales for implementation and review, and consequences for not achieving targets.
- Support strategies which may include 1-1 or small group sessions with a member of staff, peer coaching, incentives and rewards.
- Consequences for not achieving targets or sanctions which may include removal of access to certain College or course facilities or activities, verbal and / or written warnings, progression to the next stage in the staged process, and / or temporary or permanent exclusion.
- Suspension from the College. This may be for one day where the student is 'sent home' to consider their actions and is asked to return the following day to meet with a relevant manager with a view to resuming their studies. If arrangements are made to send learner home, this can only be done once NOK has been informed.
- This is likely to be instigated by the Duty Manager or other senior manager and will be supported by a Notice of Suspension. Suspension may also

occur for serious or repeated examples of unacceptable behaviour and may be used pending the Stage 3 formal meeting. It is approved by the Head of School / Head of Learning or other senior manager and supported by a Notice of Suspension. This states the expected time frame for the suspension which will normally be for a maximum of five days.

- Permanent or Temporary Exclusion may be applied following a Stage 3 meeting.

6.0 Ownership, Monitoring and Review of this Policy and Procedure

The Director of Quality is responsible for this policy. The College Executive will monitor the implementation of the Policy & Procedures on a regular basis to ensure the identification of any significant trends. This analysis will be reported to the Learning & Quality Committee and will support an annual review of the Policy & Procedures.

Appendix 1 of the Positive Behaviour & Performance Policy 2024/25

Expectations will be worked through with students during induction and form an ongoing reference point for supporting positive student behaviour. Staff may agree 'ways of working' with each group at the beginning of their course based on these expectations including expectations of students and their teacher.

Croydon College is made up of a diverse and vibrant community of staff and students; where individuals work together, socialise, learn and develop in a safe, mutually supportive and non-threatening environment. We foster an atmosphere of mutual respect developing a creative and supportive learning environment in which students can thrive. We therefore ask that everyone acts as responsible, active citizens and demonstrates a positive attitude towards learning and work while attending College.

To maintain this ethos, we expect all students to:

Respect the College Community

- Value people equally respecting our democratic values of freedom of speech, appreciation of different beliefs, the rule of law and individual liberty and be kind, hard-working, respectful and polite at all times.
- Respect the rights of others and behave in a professional and mature manner, having due regard for all the other members of the College community and visitors. Considerate behaviour in the local area outside the College, and whilst travelling to/from College, is also expected.
- Play an active role in the College community by giving their views and opinions in a constructive manner and take opportunities offered to contribute to the learner voice process.
- Work co-operatively with all College staff and carry out instructions and requests when asked to do so. This includes times when they are required to participate or engage with subject/course content which challenges opinions or views.
- Work co-operatively with other students, in and out of class, dressing appropriately for a learning environment.
- Participate in College activities beyond those included in the programme of study.
- Refuse to take part in behaviour that degrades others and report bullying or inappropriate behaviour.
- Do not knowingly make malicious or false complaints against another individual or the College.
- Take pride in the College – keep all areas clean, tidy and free from litter, uphold all FREDIE values.
- Do not cause damage to any College property for example, by acts of graffiti or vandalism.
- Broadcast or publish information about the College or members of the College Community, in print, electronically, or via social or other media only

with the express prior approval of the College or the relevant members of the College Community.

- Have due regard to, and a shared responsibility for, the public image of the College.
- Accept that the receipts of any allowances, grants, sponsorship funds or support funds are dependent on regular and actual attendance, and satisfactory completion of class and homework. For many students this means compulsory Maths and English, which they must complete to the very best of their ability.

Stay safe and help to keep others safe

- Provide accurate and up to date contact details for students and next of kin (full name, address, contact telephone number/s,) at enrolment and ensure these are kept up to date.
- Make sure ID badges and lanyards are worn and visible at all times while at College and shown if asked by any member of staff. This is very important for security reasons. Do not allow anyone else to use an ID pass. Remove hats or head coverings, other than those worn for religious reasons, while on College premises. Again, this is very important for security reasons.
- Do not smoke, including e-cigarettes, anywhere inside or immediately outside the College.
- Follow Health & Safety instructions in areas such as workshops, science laboratories, salons and the student common room.
- Follow the College fire evacuation procedures in the event of the fire alarm sounding.
- In certain circumstances, the College may request students to empty pockets and bags, and may search these items.
- Sometimes the College will use random wandering and provide security arches to support the safety of our community. We ask that students join in these activities willingly.
- Ensure online safety by accessing the internet only for educational purposes including downloading materials relevant only to the programme of study.
- Students who have concerns about their own safety, or that of any other student, should speak to their tutor or teacher. This includes concerns about extremism or radicalisation.

Achieve the best possible grade and enable others to do the same

- Take responsibility for learning by ensuring regular communication with teaching and tutorial staff and by taking full part in induction, tutorial and progress reviews.
- Attend all classes and be punctual for all classes bringing essential equipment such as pens and paper, and wearing the appropriate uniform/personal equipment, as required for the course. Coats/ jackets/ gloves should be removed whilst in lessons.
- Respect the fact that College commitments generally take precedence over other activities during the College day. Personal appointments such as doctors, dentists, driving lessons must, as far as possible, be made outside these times.

- Participate in all learning activities and make learning successful for everyone by behaving in a way that promotes a cooperative, positive and productive learning environment.
- Ensure all assessments are completed and take responsibility for making up any work missed through absence. Always meet the deadlines set and attend all exams on time.
- Seek help when needed and take up the support offered.
- Keep mobile phones and personal devices on silent and in bags/pockets when in classrooms, studios, workshops and any other learning areas (this includes removing headsets/earphones) unless otherwise directed to do so.
- Use MyPT to record progress, achievements and future plans regularly setting and reviewing SMART learning targets.
- Check College email accounts regularly and at least once a week in term time.
- Make learning successful by being a reflective, cooperative and collaborative learner.

The College will use the staged process of the Positive Behaviour & Performance Policy with students who struggle to meet these expectations. Whilst making every attempt to support students to meet expectations, persistent failure to do so can result in sanctions which may include temporary or permanent exclusion from the College.

Unacceptable behaviour

Behaviour that is so serious that it may constitute a threat to the safety of other people, be illegal or dishonest, or bring the College into disrepute, is regarded as being unacceptable. Where behaviour is unacceptable it may result in temporary or permanent exclusion from the College. In addition, other action may be taken such as, where appropriate, the Police being contacted.

Examples of unacceptable behaviour include

- Unacceptable disruption of others' learning
- Wilful damage to College property
- Bringing the College into disrepute
- Actions or failure to act in relation to health & safety which put members of the College Community at risk
- Bullying or Harassment including cyber-bullying
- Harassment of, or discrimination against, any member of the College Community or any member of the public, related to gender, marital or civil partner status, gender reassignment, race, colour, nationality, ethnic or national origin, disability, religion, belief or age
- Abusive language directed towards a member of the college community
- Making malicious or false allegations or complaints
- Providing false or misleading information on an application or enrolment form or any formal college documentation (both paper and electronic)
- Bringing, using or distributing prohibited drugs, alcohol or illegal

substances into the College, or within the immediate vicinity of the College, or being involved in the use or distribution of prohibited drugs or illegal substances outside College

- Being at College or college-related activities under the influence of alcohol, drugs or illegal substances
- Carrying, threatening to use, or using an offensive weapon, or bringing potential or imitation weapons into the College, or within the immediate vicinity of the College, or being involved in, threatening to use, or using an offensive weapon, or imitation weapons outside College
- Unacceptable use of electronic devices to record sound/images without individuals' knowledge and/or permission
- Using College computers or IT facilities to send abusive, scandalous, obscene or defamatory communications of any kind to any member of the College Community or any member of the public including e-mail, on the internet or any other media
- Accessing or downloading any rude or obscene images, or other material, from the internet, or by email or otherwise being in possession of rude or obscene material or publications or images in any media
- Taking part in, or encouraging others to take part in, illegal extremist activities intended to radicalise themselves or others
- Being a party to a criminal act
- Violent, aggressive or threatening behaviour towards any member of the College community or any member of the public
- Not upholding all FREDIE values

Examples of unacceptable performance include

- Plagiarism or cheating
- Levels of attendance which, if continued, are likely to result in failing and/or under-performing within one/more element of the study programme (NB – during the initial 42 days of study, attendance and punctuality will be addressed through the **Induction Period Attendance and Punctuality (IPAP) procedures**.
- Inability to submit coursework in accordance with published deadlines
- Continuing inability to meet expected standards of performance in examinations and/or assessments despite support

This is not an exhaustive or exclusive list but it is intended to provide examples of unacceptable behaviour or performance as a student of Croydon College.

On signing the learning agreement, a student is confirming that they will meet the expectations in relation to:

- **Respecting the College Community;**
- **Staying safe and helping to keep others safe; and**
- **Achieving the best possible grade for themselves and enabling others to do the same.**

Students can also have expectations of the College.

The College will:

- Provide a safe learning environment for students and staff to work in with facilities and support that meet needs.
- Support positive behaviour from all members of the College Community through rewards and recognition, setting high standards and expectations, role modelling, challenging negative behaviours, and swift and decisive action to tackle unacceptable behaviour.
- Value people equally, respecting the democratic values of freedom of speech, appreciation of different beliefs, the rule of law and individual liberty and is kind, hard-working, respectful and polite at all times.
- Give students clear, accurate and fair information, advice, guidance and support to help them choose a programme of study and include clear information about fees and financial support including bursaries.
- Promote good learning behaviour and provide teaching, learning and assessment opportunities that are challenging and motivating, enabling students to make good progress and achieve well.
- Give students a good start to their studies with the College through an induction programme and then provide ongoing support by giving clear targets and monitoring progress.
- Provide learning resources and support which meet students' needs.
- Ensure that assessments and progress reviews are fair, clear, regular and positive.
- Give regular and punctual feedback on learning, verbally and in writing on students' work and in MyPT to include progress review reports for parents, NOK of students up to the age of 18.
- Provide students with access to a range of College activities, the development of employability experiences and skills, and access to careers advice, including university admissions advice services, during their programme of study.
- Continually aim to improve student experiences and will do this based on student feedback from surveys, focus groups and class representative meetings.
- Uphold all FREDIE values.

The Compliments and Complaints Policy and Procedure can be used to give positive feedback on College experiences or to register a complaint if the College is not meeting these expectations. We hope to resolve any issue of concern informally with students before a formal complaint is made. Any complaint received that has not explored this informal stage will be returned to the complainant.



Where to find the Policy: <https://croydon.ac.uk/the-college/policies-and-procedures/procedures/>

Appendix 2 of the Positive Behaviour & Performance for 2025/26 Procedure for Implementation

Implementation is through a Staged Process.

The management of performance and behaviour are considered separately and it is possible for a student to move through this policy at different speeds for each element depending upon the nature of each intervention.

1. Performance Alert
2. Formal Stage 1
3. Formal Stage 2
4. Formal Stage 3

1. Performance alert implemented where the student is finding it difficult to meet college expectations and which may be dealt with by agreeing action(s) for improvement

- a. Any member of staff, the tutor or the teacher, can use the informal stage with a student, when a student's behaviour gives cause for concern.
- b. The staff member meets with the student to discuss the situation and agrees a way forward. Appropriate support strategies are agreed and put in place with potential consequences for not meeting the targets set explained to the student.
- c. The member of staff (if not the tutor or teacher) updates the tutor / teacher on the concern and the outcome, places comments on MyPT to indicate what has been discussed, and lists the targets agreed.
- d. The tutor or teacher ensures that parents/NOK/carers in the case of students under the age of 19, or the employer of an apprentice, are also informed. A phone call home, and / or to the social worker or to the employer is recommended to discuss the situation and to share the agreed actions.
- e. The tutor, together with the member of staff, monitors the targets set and, if appropriate, escalates to the formal process should progress not be seen.

2. Formal process - Stage 1 implemented where;

- a. **the student has not achieved the improvement targets agreed in the Performance alert**
- b. **there is an ongoing inability to meet College expectations**

1. At this stage the tutor / main teacher considers if it is appropriate to take more formal action and may discuss the situation with their Curriculum Manager/deputy Head of Learning.
2. As appropriate, the tutor / teacher will agree a set outcome with the student and set a date for reviewing progress against the agreed outcome. Further support strategies are agreed, implemented and monitored, and consequences of not making the required progress discussed.
3. A record of the meeting, together with appropriate SMART targets are placed on MyPT, and all relevant parties are to be involved in the process as

appropriate, parents/ NOK / carers, social workers, employers of apprentices etc, and actions plans copied to them.

4. The tutor monitors the targets set and, if appropriate, considers, with the Head of Pathway, where escalation to the next stage of formal process should take place where progress not be seen.

3. Formal process – Stage 2 implemented where;

- a. the student has not achieved the improvement targets agreed in Stage 1**
- b. there is an ongoing inability to meet College expectations, despite the implementation of a range of support strategies**
- c. there is a clear deterioration in student behaviour, or a serious instance of poor behaviour**

The curriculum manager, deputy Head of Learning or programme leader for HE, conducts this stage of the process with the main aim of supporting the student to demonstrate positive behaviours and to meet College expectations but in a more formal context than has been used before.

1. The curriculum manager, Head of Learning or Deputy or programme leader for HE, arranges a meeting to be held with the student. The student is given at least 3 working days' notice of the date and informed of the reasons for the interview.
2. Parents/NOK/Carers in the case of students under the age of 19, or the employer of an apprentice, are also informed and may accompany the student to the meeting. If the student is a Looked After Child the Virtual School / Social Worker will also be informed at this stage.
3. The curriculum manager, Head of Faculty (or Deputy), or programme leader for HE, reviews the records in My PT and any further relevant information or evidence about the behaviour of the student supplied by the tutor or main teacher.
4. The meeting considers: the impact of the support strategies that have been put in place to date; the continuing failure to meet expectations and agreed targets; or the deteriorating behaviour; and establishes next steps. These may include:
 - a. further support strategies and target setting;
 - b. the introduction of sanctions; and, possible escalation to Stage 3.
 - c. Verbal or written warnings may be included at this stage.
5. Copies of the agreed outcomes, plans and any warnings are shared with all relevant parties including the student.
6. The curriculum manager, Head of Learning (or Deputy), or programme leader for HE, is responsible for updating and maintaining the records of the meeting, and the SMART targets set regarding expected progress.
7. The curriculum manager, Head of Learning (or Deputy), or programme leader for HE is responsible for monitoring progress against the targets set and, if appropriate, discussing possible escalation with the Head of Learning/Director of Faculty should targets not be met.

4. Formal process - Stage 3 will be implemented where;

- a. the instance of unacceptable behaviour is sufficiently serious that it is not appropriate to use the previous stages**
- b. repeated failure to meet targets set outlining expectations for behaviour or performance despite support and sanctions used through the earlier stages**

This stage is implemented by the Director of Faculty / Head of Learning (or by exception another member of the management team) and can lead to possible permanent exclusion. The right to exclude is exercised by the relevant Deputy Principal at Croydon Campus or the Headteacher of the Coulsdon Campus.

1. A Director of Faculty / Head of Learning (or by exception another member of the management team) will chair the meeting.
2. If the Stage 3 is in response to unacceptable behaviour:
 - i. The chair will need to appoint an investigating officer and provide tight timescales for them to complete and report on the investigation.
 - ii. a thorough investigation of the event(s) will need to be conducted before the Stage 3 meeting.
 - iii. They will present their findings and associated evidence to the Stage 3 meeting.
 - iv. The meeting will include another impartial manager who has had no formal involvement with the student to date.
3. Every effort will be made to ensure the student can participate in the meeting fully: an interpreter may be required for example.
4. The student will receive at least 3 days' notice of the meeting in writing, setting out the reason(s) for the meeting and has the right to be accompanied by a friend or parent/NOK/carer/social worker. Parents/NOK/carers/social workers are invited if the student is under 19 / or the employer if the student is an apprentice. External professionals are not usually permitted to attend the meeting.
5. A note of the meeting is taken.
6. The format of the meeting is at the discretion of the chair according to the circumstances of the case however it is important that:
 - i. The chair summarises the reasons for the meeting and checks that the student understands the purpose and format of the meeting.
 - ii. The chair / investigating officer presents the evidence and takes questions from attendees.
 - iii. The student case is presented and attendees can ask questions.
 - iv. The chair outlines potential outcomes and specifies when and how the student will be notified of the outcome.
8. If the student does not attend the meeting without notification the chair may continue with the meeting in the student's absence. If notification of absence has been received then the chair will decide whether it is possible to reconvene. If this is not possible the meeting will go ahead as scheduled.
9. The outcome of the Stage 3 meeting is agreed as soon as is possible after the meeting.

10. The chair is responsible for ensuring that a report of the meeting is prepared, summarising the reason for the Stage 3 meeting and the evidence, identifying any significant points raised by attendees, and the outcome.
11. Possible outcomes of a Stage 3 meeting include:
 - a. First written warning
 - b. Final written warning
 - c. Temporary exclusion
 - d. Recommendation for permanent exclusion
 - e. A direction that the case should be dealt with at a lower stage of the process
12. Outcomes are copied to the parents/NOK/carers/ social workers in the case of students under the age of 19, or the employer of an apprentice. Other College staff and all relevant parties are informed as appropriate. Records in MyPT are updated with the outcomes of this stage.
13. Where permanent exclusion is recommended, the relevant Vice Principal, or the Principal of the Coulsdon Campus is sent a copy of the notes of the meeting, information on previous support and sanctions and their impact, outcomes and reviews, and any other relevant details, within one working day.
14. Where permanent exclusion is not recommended then the Head of School / Head of Learning will review the student's progress on the date agreed. If there is no or insufficient improvement a further Stage 3 meeting will be arranged. If there is satisfactory improvement this is recorded on MyPT.
15. If further concerns emerge or if there is insufficient progress made during the Review period, consideration should be given to moving immediately to a further Stage 3 meeting.

Permanent Exclusion

Permanent Exclusion is implemented by the relevant Deputy Principal at the Croydon Campus, and by the Headteacher at the Coulsdon Campus.

1. The case will be considered and determined as far as possible within three working days of the Stage 3 meeting. If this is not possible then the student will be contacted to confirm this.
2. The Deputy Principal / Headteacher confirms that the College's Positive Behavior and Performance Procedures have been followed, in accordance with this Policy. Evidence is considered and recommendation for permanent exclusion is approved, or referred back to the chair of the stage 3 meeting if evidence is insufficient.
3. If the recommendation for permanent exclusion is approved, the Vice Principal / Principal writes to the student confirming the exclusion and confirming the student's right of Review, outlining the process for this. The communication is copied to the tutor / main teacher, the relevant curriculum managers or programme leaders for HE, and the chair of the Stage 3 meeting. Relevant service departments are also informed including Finance and Management Information and records in MyPT are updated.

Appeal Stage

Students who have been Permanently Excluded from the College have the right to Appeal against the decision on the grounds that the outcome was unfair or

unreasonable in the circumstances and / or that the procedure outlined in this document was not followed.

1. They must put their request in writing to the Principal & CEO of the College within 10 working days of the date of the Permanent Exclusion letter and include a brief statement setting out the grounds upon which they are appealing. Any new evidence they wish to be considered should be provided at this stage.
2. The Principal & CEO will review the case to determine whether there is sufficient cause for an Appeal proceeding. The purpose of an Appeal proceeding is not to re-run the Stage 3 process, and will only be held when the review suggests there could have been a different outcome at Stage 3.
3. If this review determines that an Appeal proceeding is not required the Principal & CEO will write to the student confirming this position and the matter will be closed. If it is determined that there are grounds for an Appeal proceeding the following actions will occur.
4. The Principal / CEO will determine an Appeal panel and appoint a chair. The panel will usually be made up of a member of the Executive team, a curriculum manager and a service manager all of whom have not been involved in the case.
5. The chair of the Appeal panel will arrange to hold a meeting within 10 working days, if possible.
6. The student will be given five working days' notice of the time of the meeting. They have the right to be accompanied by a friend or relative (including Parents/NOK/Carers/Social Worker/Employer) to the meeting and parents/NOK/carers/social workers must be informed in the case of students under the age of 19, or employers in the case of apprentices. If requested, external attendees may be sent copies of documents from the Stage 3 process. External professionals will not normally be permitted to attend the meeting.
7. Witnesses would not normally attend an Appeal meeting. The student may wish to request a witness where there is new and substantial evidence and this request will be considered in light of the circumstances.
8. Prior to the meeting, the panel will consider together, any new written evidence presented by or for the student, as well as the written evidence presented by the chair of the Stage 3 meeting in support of the exclusion.
9. A note of the meeting is taken.
10. The format of the meeting is at the discretion of the chair according to the circumstances of the case however it is important that:
 - a. The chair summarises the reasons for the meeting and checks that the student understands the purpose and format of the meeting.
 - b. The chair / investigating officer presents the evidence and takes questions from attendees.
 - c. The student presents the reasons for the Appeal, introduces any additional evidence or witnesses, and takes questions from attendees.
 - d. The chair outlines potential outcomes and specifies when and how the student will be notified of the outcome.
11. If the student does not attend the meeting without notification the chair may continue with the meeting in the student's absence. If notification of absence

has been received then the chair will decide whether it is possible to reconvene. If this is not possible the meeting will go ahead as scheduled.

12. The chair is responsible for ensuring that a report of the meeting is prepared, summarising the reason for the outcome and the evidence, identifying any significant points raised by attendees, and the outcome. The report is held in MyPT.
13. Possible outcomes of an Appeal meeting include: confirmation of the Stage 3 outcome or reconvening the Stage 3 process. Where the Stage 3 hearing is reconvened, it will normally be the original college managers that reconvene following the procedures as above but additionally considering the findings of the Appeal meeting and any additional evidence that was presented.
14. Outcomes of the Appeal meeting are copied to the parents/NOK/carers/social worker in the case of students under the age of 19, or the employer if the student is an apprentice. Other college staff and all relevant parties are informed as appropriate.
15. The decision of the Appeal panel or the reconvened Stage 3 meeting is final.

Suspension

1. The Duty Manager or more senior manager may send a student home or off the premises pending a return to College the next working day for a meeting with the student's curriculum manager, or programme leader for HE. The student is informed of the reason for the Suspension, verbally and in writing via the Notice of Suspension pro forma. The parent/NOK/carer will be informed if the student is under 19, or the employer will be informed if the student is an apprentice prior to the student being sent home.
2. Suspension may also be used when the continued presence of a student at College leads to concerns about their own safety or the safety of others, or where it is more appropriate that they are not on the premises or involved in College activities whilst an incident is being investigated. Suspension would normally occur where there has been an incident or alleged incident of unacceptable behaviour, or repeated failure to meet College expectations which warrants a Stage 3 meeting. The Duty Manager when the incident took place may recommend Suspension, although they need to determine if it is safe and appropriate to send the student home, and supplies a brief incident report as soon as practically possible.
3. Suspension is agreed by the Head of School/Head of Learning, or other senior manager.
4. The student will be informed of the reason for the Suspension, verbally and in writing via the Notice of Suspension pro forma.
5. If the student is no longer on the premises the relevant paperwork will be sent to the student and the student's tutor / main teacher contacts them to explain the situation and the next steps.
6. Copies of the Notice of Suspension will be sent to the relevant curriculum managers and the tutor / main teacher plus the parents/NOK/carers where students are under 19 or to the employer of an apprentice and held in MyPT.
7. If a Stage 3 meeting is to be held, it should be within 5 working days of a Suspension if possible.
8. Where a student has been arrested and charged by the Police for a criminal act, the Director of Faculty / Head of Learning or other senior manager may decide

to suspend the student whilst further investigations are carried out. The College will explore opportunities for the student to continue their studies, as appropriate for the circumstances. If the charge constitutes potential unacceptable behaviour, the College may decide to progress to a Stage 3 meeting.

9. If a criminal offence may have been committed, or is suspected, the matter will be passed to the Police to undertake an investigation. The College may act as appropriate to the circumstances in advance of the conclusion or finding of any Police investigation.
10. If arrangements are made to send learner home, this can only be done once NOK has been informed.

Appendix 3 of the Positive Behaviour & Performance Policy for 2024/2025

Summary of the staged process and key personnel at each stage

Croydon	Stage	Coulsdon
Any member of staff	Performance Alert - implemented where; 1. the student is finding it difficult to meet college expectations and which may be dealt with by agreeing action(s) for improvement	Any member of staff
Tutor or teacher	Formal process - Stage 1 implemented where; 2. the student has not achieved the improvement targets agreed in the Performance alert 3. there is an ongoing inability to meet College expectations	Progress & Achievement Tutor (Behaviour) Teacher (Performance)
Curriculum Team Manager Programme Leader for HE Apprenticeship Lead	Formal process – Stage 2 implemented where; 1. the student has not achieved the improvement targets agreed in Stage 1 2. there is an ongoing inability to meet College expectations, despite the implementation of a range of support strategies 3. there is a clear deterioration in student behaviour, or a serious instance of poor behaviour	Deputy Head of Learning
Director of Faculty / Deputy Head of Faculty	Formal process - Stage 3 implemented where; 1. an instance of unacceptable behaviour is sufficiently serious that it is not appropriate to use the previous stages 2. a student repeated fails to meet targets set outlining expectations for behaviour or performance despite support and sanctions used through the earlier stages	Head of Learning
Deputy Principal	Permanent Exclusion A recommendation for Permanent Exclusion may be made following a Stage 3 meeting	Headteacher of Coulsdon Campus / Deputy Principal
Principal & CEO of Croydon College	Appeal Stage Students who have been Permanently Excluded may request an Appeal against the decision in writing to the Principal / CEO of the College within 10 working days of the date of the Permanent Exclusion letter	Principal & CEO of Croydon College

Attendance and Punctuality Triggers

Students will automatically move to the appropriate stage as below. Informal concern will be noted for missed lessons / late arrivals.

Attendance	Days Missed*	Concern Level	Action	Lead Staff
95–100%	0–9	Expected	Praise, rewards, tutor conversation	Tutor
90–94%	10–18	Emerging risk	1st warning, SMART targets, tutorial review	Tutor
85–89%	19–28	At risk	Stage 1: Contact home, Attendance Plan, log on ProMonitor	Progress Coach / Tutor
80–84%	29–38	High concern	Stage 2: Formal meeting, safeguarding alert, attendance contract	CTM (Croydon) / DHoL (Coulsdon)
<80%	39+	Critical	Stage 3: Final warning or withdrawal via Attendance Panel	HoF / HoL

Additionally, students will move through the process if, after improvement, attendance and punctuality begins to decline again. It *may* be appropriate to begin at any stage depending upon the time since previous interventions.

Appendix 4 – Drink/Drug Process

Under the influence of drink and/or drugs:

- *Being at College or college-related activities under the influence of alcohol, drugs or illegal substances (PB&P Policy 24/25)*

1st incident: A student suspected to be under the influence of drugs or alcohol will be put on an **immediate Stage 1 warning**, sent home (NOK informed if 16-18), and be required to attend a meeting with their NOK prior to being reinstated. Any repeated incidents would see them escalated through Stages and could lead to permanent exclusion. MyPT updated to reflect the incident (other professionals to be informed if student has EHCP or LAC status)

In Possession of alcohol/drugs (incl. paraphernalia) for personal use:

- *Bringing, using or distributing prohibited drugs, alcohol or illegal substances into the College, or within the vicinity of the College, or being involved in the use or distribution of prohibited drugs or illegal substances outside College (PB&P Policy 24/25)*

1st incident; a student found in possession of drugs (of any volume) will sent home (NOK informed if 16-18) and immediately escalated to **Stage 3** which could lead to permanent exclusion. MyPT updated to reflect the incident (other professionals to be informed if student has EHCP or LAC status).

In Possession of alcohol/drugs (incl. paraphernalia) for distribution:

- *Bringing, using or distributing prohibited drugs, alcohol or illegal substances into the College, or within the vicinity of the College, or being involved in the use or distribution of prohibited drugs or illegal substances outside College (PB&P Policy 24/25)*

1st incident; a student found in possession of drugs (of any volume) will sent home (NOK informed if 16-18) and immediately escalated to **Stage 3** which could lead to permanent exclusion. MyPT updated to reflect the incident (other professionals to be informed if student has EHCP or LAC status).

Furthermore, at the College's discretion; where we suspect the quantity of drugs suggests intent to distribute the student will be reported to the Police.