



Tameside
College



Clarendon
Sixth Form College

Acceptable Behaviour Policy 2026-27





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1. Policy Statement

- 1.1.** The college is committed to ensuring that all its learners and prospective learners are able to reach their full potential and access all opportunities in a supportive and inclusive environment. The college celebrates and actively promotes a culture of diversity and inclusivity and through our practice and mission “transform lives by offering first class education and training in order to improve employability and generate economic prosperity”, we believe in excellence and offer every learner the opportunity to develop their potential in a caring college environment.”
- 1.2.** The College is fully committed to safeguarding and promoting the wellbeing of all students, recognising both its moral duty and legal obligations. We strive to create a safe, inclusive and supportive environment where every student feels valued and empowered to recognise risks and seek support when needed.
- 1.3.** We uphold a culture of mutual respect, where students are encouraged to treat themselves, their peers, staff and all members of the college community with dignity, consideration and respect. Through our curriculum and wider educational offer, we aim to support students’ personal development, enhance their readiness for the workplace and promote long-term success in their future careers. The college’s professional environment and culture is designed to enable all learners to develop strong professional behaviours and qualities, which that are essential for thriving in modern society and for becoming active, responsible citizens.
- 1.4.** The framework for this policy is informed by the general and specific duties set out in DfE’s Keeping Children Safe in Education guidance, Equality Act 2010, guidance on the importance of promoting and supporting mental health and wellbeing and the Ofsted inspection framework.

2. Scope

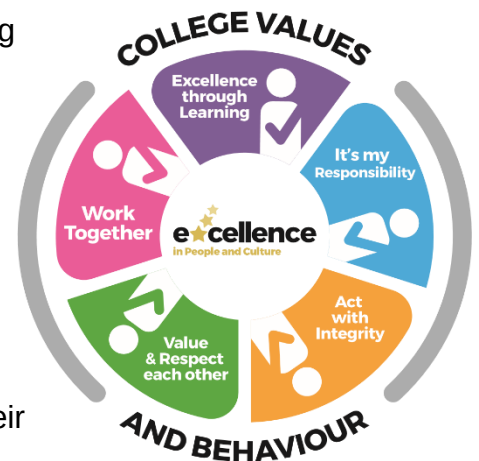
2.1. This policy applies to all college activities, undertaken at any college campus, college trips and work placements as well as online. It covers all current and prospective students, those under 18 years old, over 18 years old and Apprentices.

2.2. The college has a separate policy for the management of unreasonable contact and customer behaviour, which is in place to address unacceptable, aggressive, abusive and insulting behaviour or language from none college members who present a risk or potential risk to staff or students.

3. College values and expectations

3.1. On enrolling at college each learner signs our Learning Agreement to confirm that they are committed to our standards of behaviour. Our learners are aware on our values and expectations, which are as follows:

- Excellence through Learning: Be ready and engage in learning, complete all work on time and to a high standard, act on feedback given, be responsible for their own learning, ask for help and support
- it's My Responsibility: Have high expectations of themselves and aspire to do their best, adopt an independent and positive attitude, have a good work ethic, be responsible and behave positively, be organised, equipped, punctual and attend all lessons, wear their Learner Membership Card at all times
- Work Together: Contribute and share in learning, make a positive contribution, help others when needed, communicate with staff if there is a problem or if support is needed, not leave anyone out



- Value and Respect Each Other: Be respectful, polite and courteous to everyone, encourage, praise and support each other, respect the learning and College environment, listen and be open to the views and opinions of others.
- Act with Integrity: Not accept any form of bullying or conflict, be honest and trustworthy, not blame others for their attitude or actions, contribute and take pride in their work and not take credit for the work of others, have pride in their learning environment, don't rely on others

4. Purpose of the Policy

The purpose of this policy is: -

- 4.1.** To promote safety, inclusion, the personal development, behaviour and wellbeing of everyone in the college community.
- 4.2.** To encourage all learners to become responsible for their own behaviour, attitudes and conduct.
- 4.3.** To encourage all learners to focus on their learning, development and contribute to creating a productive learning environment for all members of the college community.
- 4.4.** To provide a supportive framework, guidance and clarify on the high expectations and behaviours expected within the college.
- 4.5.** To instruct all staff to promote positive behaviours and challenge inappropriate or unwanted behaviour, ensuring that positive action is taken.
- 4.6.** To outline the process for addressing breaches of the college's values and expectations whilst ensuring each learner is treated as an individual but in a manner which is fair and consistent to all learners.

5. Key Principles

- 5.1.** Students attend college to learn in a safe and supportive environment, to develop personally, academically and to acquire the knowledge, skills and professional behaviours essential for the workplace and future. They are

expected to remain focused on their learning and on building the attributes that will support long-term success and future careers. Students are expected to play an active role in creating and maintaining a positive and productive learning environment.

- 5.2.** All College staff are expected to play their part to creating a safe, calm and orderly environment both within the college and the classroom to support effective students learning and development. This includes promoting positive behaviours, ensuring students' wear membership ID visibly while on campus, challenging inappropriate and disruptive behaviours and reporting incidents as appropriate and recording information on college systems.
- 5.3.** In situations where there is evidence to suggest that the college values and expectations have been breached the college will endeavour to investigate the facts of the situation before implementing any disciplinary action. The exception to this would be in a situation where a learner or learners pose a risk or potential risk to the welfare or safety of members of the college community. In these situations, the college will exercise its right to take immediate action without an investigation.
- 5.4.** Any learner who is unable to maintain the expectations set out in this policy renders him/herself liable to disciplinary action, including suspension or permanent exclusion. In situations where disciplinary action is necessary all stages of this process will be conducted within a reasonable timescale but this may differ depending upon the level of investigation required. It should also be noted that disciplinary action can be escalated to any level of the process depending on further evidence or subsequent events. The learner and parent/carer where applicable will be advised regarding each stage of the disciplinary action and provided with a copy of this policy.
- 5.5.** The College recognises that for minor breaches of acceptable behaviour, a less formal process may be sufficient, for example: a member of college staff will discuss the matter with the learner and seek to resolve the issue. For minor breaches the learner may be issued with a "Notice to Improve" by the staff

member. The outcome of such a discussion could also be a referral to another college service/external agency or an agreement for improvement between the staff member and learner. Informal actions such as these are not the subject of this policy but will be recorded on the learner's record with agreed targets for improvement. Failure to meet these targets could result in an escalation to the first or further stages of the acceptable behaviour process.

5.6. For learners with particular needs where there is a consistent minor breach of acceptable behaviour the college will seek to offer alternatives to the disciplinary procedure such as support from student services team/external agencies.

5.7. In a small number of cases during their time at college learners may become unfit to study when, with or without their awareness of it, they may display inappropriate behaviour, endanger themselves or others, disrupt other learners or hinder the proper functioning of the college. Learners may also become unfit to study when prolonged or regular short-term absence prevents them from attending their timetabled sessions, and arises out of a mental or physical health condition or a disability and persists despite all reasonable adjustments having been made to accommodate it. Specific examples of this include where the pressure of studying at college is proving detrimental to a learner's existing mental or physical ill health. In these circumstances the college may decide to use the "Fitness to Study Policy".

5.8. All instances of student behaviour are dealt with transparently, recorded on our college system and it is important to note that it may impact on students' progression to their next steps.

5.9. The College maintains a Management of Unreasonable Contact and Customer Behaviour Policy, which details how the college addresses aggressive, abusive or insulting behaviour or language exhibited by any individual. That policy applies to all individuals, including parents and persons not affiliated with the College.

6. Implementation

6.1. In class behaviour management

- Our teachers adopt robust strategies for managing classroom behaviours and creating a respectful, inclusive and structured environment where students feel encouraged to engage in their learning while following the college's acceptable behaviours policy and values. Expectations for behaviours are communicated from the outset.
- Our teachers will address disruptions and unacceptable behaviours promptly and fairly, using positive reinforcement to promote desirable behaviours and consistent consequences for inappropriate actions. They will encourage open communication, offer support to students who may need additional help and promote a sense of accountability, all contributing to maintaining a productive and respectful classroom environment. Staff will assist and instruct students to focus on their learning, success and progress.

6.2. Support

- Our Student Services staff will continue to promote positive behaviours, encourage students to proactively access support services to address issues early and challenge inappropriate behaviour in accordance with this policy.

6.3. Restorative Practice

- Where appropriate, we will adopt a restorative approach to addressing behavioural issues, particularly for low-level breaches to provide a supportive and constructive path to resolution. Additionally, we will use a trauma-informed approach to behaviour support in relevant situations to ensure that interventions are both appropriate and effective.

6.4. Stages of disciplinary actions

In most circumstances disciplinary action for unacceptable behaviour will follow a staged process as shown below: -

Stage	Stage details	Issued By
1.	Informal Notice to Improve	Teacher, Progress Tutor or Inclusion Mentor
2.	Formal Stage 1 Warning	Progress Tutor – Inclusion Mentor, Senior Progress Tutor
3.	Formal Stage 2 Warning	Student Services Managers, Inclusion Mentor, Senior Progress Tutor
4.	Final/Stage 3 Warning	Senior Progress Tutor, Student Services Managers, Assistant Principal (SSI), Deputy Principal
5.	Suspension	Senior Progress Tutor, Student Services Managers /Assistant Principal (SSI), Deputy Principal
6.	Immediate Suspension (Serious incident)	Student Services Managers / Senior Progress Tutor /any college manager (With authorisation from Student Services Managers / Assistant Principal (SSI), Deputy Principal
7.	Exclusion	Assistant Principal (SSI) / Deputy Principal, Principal

6.5. In certain circumstances, the College may determine that an incident warrants immediate action and will issue an appropriate sanction. In such cases, parents or guardians will be contacted by phone. Where the student is over 18, the decision to contact a parent or guardian will be carefully considered based on the specific circumstances.

6.6. Consent and reasonable steps to identify and locate items- College leaders and authorised staff will work with students to seek their consent and use reasonable steps to identify and locate items such as knives or weapons, alcohol and drugs, stolen items, fireworks, pornographic images, any article

that has been or is likely to be used to commit an offence, cause personal injury or damage to individuals or property.

7. Serious Breach of College Values and Expectations (these may result in suspension and possible exclusion)

7.1. In cases where a learner or learners are found to be in a serious breach of expectations or pose a risk or potential risk to the welfare or safety of other members of the college community an immediate escalation to suspension/exclusion may be applicable. Examples of such behaviour may include (but are not limited to) those listed below:

1. Harassment and bullying.
2. Abusive behaviour towards another learner(s) or staff member.
3. Violent, dangerous or intimidating behaviour (on or off line).
4. Sexist, racist, homophobic or other discriminatory or hateful behaviour towards another learner(s) or staff member (on or off line).
5. Peer-on-peer abuse, sexual violence or sexual harassment of another learner(s) or staff member (on or off line).
6. Making complaints or allegations which turn out to be based on an untrue foundation, are vexatious, malicious or intended to damage another person's reputation.
7. Grooming, coercive or controlling behaviour, stalking, exploitation or any conduct intended to manipulate, intimidate or exploit another learner or member of staff.
8. Deliberately making false safeguarding disclosures or malicious allegations intended to cause harm to another individual.
9. Displaying, promoting or distributing extremist, terrorist, discriminatory or hateful material, whether in person or online.
10. Taking pictures or videos without permission or capturing videos in a way that violates any prior agreement.
11. Misuse of social media in a context which is damaging to another learner(s), staff, the college or the college's reputation.



12. Inappropriate comments and behaviour on websites or electronic applications (e.g. Snapchat), including the escalation of arguments and insulting comments.
13. Serious abuse of college IT or internet facilities.
14. Cyberbullying, online harassment, trolling, sharing another person's personal information without consent or any other form of digital abuse.
15. Deliberate misuse of Artificial Intelligence (AI) or other digital technologies to impersonate another person, create false or misleading content or gain an unfair advantage in assessments or college activities.
16. Creating, possessing or sharing manipulated, AI-generated or deepfake images, audio or videos intended to deceive, intimidate, harass or humiliate another person.
17. Accessing, attempting to access or interfering with another person's college account, files, email, personal information or digital identity without authorisation.
18. Recording, livestreaming or broadcasting lessons, meetings, staff or learners without permission where this breaches college rules or the privacy of others.
19. Sharing confidential college information, examination materials or personal information without authorisation.
20. Deliberately misusing GPS, tracking technology or electronic devices to monitor, follow or intimidate another person without their knowledge or consent.
21. Violation of the college's rules and procedures concerning health and safety.
22. Smoking or vaping inside College buildings.
23. Found in possession of knives, offensive weapons or other items likely to cause harm, e.g. fireworks.
24. Misuse of college buildings, including toilets, for serious, inappropriate or disrespectful behaviour.
25. Deliberately activating fire alarms without reasonable cause or interfering with fire safety equipment, emergency exits, CCTV or other security systems.



26. Entering or attempting to enter certain areas of the college without authorisation or bypassing college security arrangements.
27. Participation in online trends, challenges or activities that create a risk to the health, safety or wellbeing of individuals or damage college property.
28. Bringing alcohol or illegal substances onto college premises.
29. Dealing in drugs.
30. Use of or smelling of cannabis or other illegal substances.
31. Incapability or incapacity as a result of being intoxicated by alcohol or legal/illegal drugs or substances.
32. Misuse of prescription medication, psychoactive substances or legal highs in a manner that places the individual or others at risk.
33. Theft or unauthorised possession of any property or facilities belonging to a learner(s), the college or any employee of the College.
34. Serious damage (deliberately or through negligence) to college property or equipment.
35. Fraud, identity theft, impersonation, blackmail, extortion or any other dishonest or criminal activity affecting the college or members of its community.
36. Refusal to carry out reasonable instructions as directed by staff members.
37. Persistent disruption to learning.
38. Bringing non-members of the college community onto or around college premises without genuine reason.
39. Misuse of the college membership ID card, for example to gain unauthorised access to rooms or premises.
40. Coercing or encouraging other learners to become involved in illegal or inappropriate behaviour, including exploitation or radicalisation.
41. Refusal to comply with the expectations specified for college trips, residential visits or work experience.
42. Bringing the college into disrepute through behaviour on work placement, educational visits, residential activities or while representing the college.



- 43. Criminal offences which may adversely affect the college's reputation or put other members of the college community at risk.
- 44. Failure to adhere to the conditions of a final warning, frequent failure to meet agreed targets and non-compliance with the requirements of the programme of study.
- 45. Any other behaviour that is inconsistent with the college's values and policies, disrupts the learning or development of yourself or others, or goes against the core purpose of attending College.
- 46. Any conduct, whether on college premises, online or elsewhere that adversely affects the safety, wellbeing, learning environment or reputation of the college or any member of its community including any conduct that prevents you or others from learning safely and respectfully.

7.2. An immediate suspension may be issued by any college leader in these circumstances. This is to protect the safety and welfare of all concerned while an investigation is carried out. The suspension process is detailed overleaf. When suspended the learner will be required to hand in their college membership card and must not enter the college grounds until they have been invited to a disciplinary hearing. In circumstances where the learner poses a serious risk to the welfare or safety of other members of the college community the college reserves the right not to hold a hearing if it is deemed unsafe for the learner to be on the premises. While suspended, learners will continue to access learning remotely via Teams (unless the suspension is associated with online activities). Learners will also be able to access support on health and wellbeing.

7.3. When a student is suspended, the main reason for the suspension will, where possible, be explained to the student at the time of suspension. The student's Next of Kin (students under 18 years old) will be notified by telephone and/or email. Where possible, the student will also be provided with a standard suspension letter, either in person or electronically (e.g. by email or Microsoft Teams). Suspension letters will not be posted to the student's home address.

Where the suspension is communicated by telephone, the student and their NOK will be informed verbally.

7.4. For students under 18 years old, a parent, carer, or nominated next of kin (NOK) must be present for the suspension meeting.

7.5. Failure to attend two scheduled suspension meetings will result in the meeting proceeding without the student or their parent.

7.6. Exclusion

- Following meetings with the learner, parent/carers in a small number of cases where there is no other solution the Principal, Deputy Principal or Assistant Principal – Student Service and Inclusion may exclude a learner. This will only apply where all other possibilities to manage the situation have been exhausted or where the learner's presence causes significant disruption or poses a serious risk to their safety or safety of others in the college community. Following this decision, the college will continue to support the learner, parent/carers to find alternative provision.
- When considering an exclusion from college we will always take into account the specific circumstances of the learner and liaise with our safeguarding and learning support team leaders to ensure that reasonable adjustments have been taken by the college to respond to a learner's support needs. This is to ensure that no learner is treated less favourably for reasons related to their special educational needs, disability, emotional behavioural difficulties or personal circumstances.

7.7. Appeals Procedure

- If the learner wishes to appeal against a first, second, third, warning they must contact us within 5 working days of notification of the warning stating the

grounds for the appeal. An appeals hearing will be held within 10 working days of receipt of the request.

- If the learner wishes to appeal against a suspension, they must contact the Deputy Principal within 5 working days of notification of the warning stating the grounds for the appeal. An appeals hearing will be held within 10 working days of receipt of the request.

- If the learner wishes to appeal against an exclusion, they must contact the principal within 5 working days of notification of the warning stating the grounds for the appeal. An appeals hearing will be held within 10 working days of receipt of the request.

- Appeals hearings will be held by the relevant Team Leader (in the case of appeals against a first, second, or third stage warning) or a member of the Senior Leadership Team (in the case of appeals against a suspension/exclusion).

- This will involve the parent/carer of learners under the age of 18. If the learner is over 18 then their parent/carer will be contacted through negotiation with the learner. The learner also has the option to nominate another appropriate adult if they do not have a parent/carer to support them.

8. External agency notification

- The College will notify the local authority in the event that a student with an Education, Health and Care Plan (EHCP) is excluded.

- Where a criminal offence has been committed or is alleged to have been committed by a student, the College may liaise with the police as appropriate.

- Victims of incidents will be encouraged to report the matter to the police where relevant and will be supported throughout the decision-making and reporting process.

9. Communication

- Enquiries related to this policy and individual cases should be sent to Behavioursupport@tameside.ac.uk

10. Location and access to the policy

- 10.1.** The Acceptable Behaviour Policy, supporting policies and other documents are available via SharePoint on the College network and through course handbooks and inductions for learners.

11. Policy status

Version Control			
Author:	Assistant Principal – Student Services and Inclusion	Approved by:	Senior Leadership Team & Governing Body
Date Approved:	August 2026	Next Review Date:	August 2027
Responsible for review:	Assistant Principal – Student Services and Inclusion	Version Number:	1.0
Version Amendments			
Date of Amendment:		Amendments:	
Date of Amendment:		Amendments:	

**12. Appendix 1- Acceptable Behaviour - Process**

Stage	Action	Responsibility
Informal Notice to Improve	Minor lapses from acceptable standards of behaviour or academic performance will usually be communicated to the learner by their Subject Tutor or Progress Tutor. This will usually take the form of a “notice to improve” with clear actions to achieve acceptable standards. Following on from this discussion the Subject Tutor or Progress Tutor may also contact parents/carers. Any agreements for improvement will be recorded in the “meetings” section of the learner’s record. The Tutor will notify the learner that failure to meet agreed improvements may result in a subsequent warning.	Teacher, Progress Tutor and Inclusion Mentor
Formal Stage 1 Warning	Following failure to meet agreed improvements and continued behavioural concerns a tutor may request that the Progress Tutor issues a formal stage one warning. At this point a discussion will be held with the learner where targets are agreed. As part of this discussion, the Progress Tutor will also discuss support mechanisms available to the learner. Alternatively: A stage one warning may be issued as a result of a specific incident (this may be issued as an automatic escalation without a Notice to Improve first). Details are recorded in the “meetings” section of the learner’s record. The learner can be given a printed copy of the warning if required. Parent/carer is notified verbally or by email of this warning. The learner will be informed of their right to appeal in accordance with the Appeals Procedure described in this document. The parent/carer of learners under the age of 18 will usually be informed of the warning, cause for concern, agreed targets and conditions. If the learner is over 18 then their parent/carer will be contacted through negotiation with the learner.	Progress Tutor and Inclusion Mentor
Formal Stage 2 Warning	Following failure to meet agreed targets or continued behavioural concerns recorded at stage one a further discussion will take place with the learner. At this stage a manager will agree further targets and outline the consequences of these not being met. As part of this discussion, the Team Leader will also discuss support mechanisms available to the learner. Alternatively: A stage two warning may be issued as a result of a specific incident (this may be issued as an automatic escalation without a first stage warning).	Student Engagement Manager /Senior Progress Tutor



	Details are recorded in the “meetings” section of the learner’s record. The learner can be given a printed copy of the warning if required. Parent/carer is notified verbally or by email of this warning. The learner will be informed of their right to appeal in accordance with the Appeals Procedure described in this document. The parent/carer of learners under the age of 18 will usually be informed of the warning, cause for concern, agreed targets and conditions. If the learner is over 18 then their parent/carer will be contacted through negotiation with the learner. The learner also has the option to nominate another appropriate adult if they do not have a parent/carer to support them.	
Final/Stage 3 Warning	Following failure to meet agreed targets or continued behavioural concerns recorded at stage two a further discussion will take place with the learner. At this stage a manager will agree further targets and outline the consequences of these not being met. As part of this discussion, the Team Leader will also discuss support mechanisms available to the learner. Where a situation has escalated to a third stage warning the parent/carer will be invited in to college to meet with a manager or Assistant Principal – Student Service and Inclusion. This will involve the parent/carer of learners under the age of 18. If the learner is over 18 then their parent/carer will be contacted through negotiation with the learner. The learner also has the option to nominate another appropriate adult if they do not have a parent/carer to support them. The learner also has the option to nominate another appropriate adult if they do not have a parent/carer to support them. At this meeting the learner will be given the opportunity to discuss the situation with the manager, parent/carer or Assistant Principal – Student Service and Inclusion. It will be made clear to the learner that failure to meet any standards outlined at this meeting may result in a suspension/exclusion. Alternatively: A stage three warning may be issued as a result of a specific incident (this may be issued as an automatic escalation without a second stage warning). Details are recorded in the “meetings” section of the learner’s record. As a result of a stage three warning a formal letter will be sent.	Student Engagement Manager /Senior Progress Tutor



	The learner will be informed of their right to appeal in accordance with the Appeals Procedure described in this document.	
Suspension	See Serious Breach of College Values and Expectations in the policy: The learner will be notified in person that they are to be suspended (or by telephone if they have left college premises). Where a situation has escalated to a suspension the parent/carers will be invited in to college to meet with the staff, i.e Assistant Principal – Student Service and Inclusion or the Deputy Principal. This will involve the parent/carers of learners under the age of 18. If the learner is over 18 then their parent/carers will be contacted through negotiation with the learner. The learner also has the option to nominate another appropriate adult if they do not have a parent/carers to support them. In cases where a student is under an EHCP plan, the learning support team will be asked to participate in the suspension meeting to offer appropriate support. This meeting will take the form of a hearing where the learner will be given the opportunity to discuss the situation. It will be made clear to the learner that failure to meet any standards outlined at this meeting may result in an exclusion. Alternatively: A suspension may be issued as a result of a specific serious incident as outlined in the policy (this may be issued as an automatic escalation without a third stage warning). Suspension may be issued while carrying out an investigation. A decision as to whether the learner can return to college or not may not be given on the day. The evidence will be reviewed by the Senior Leadership Team and a decision communicated within 5 working days. Details are recorded in the “meetings” section of the learner’s record. The outcome of this meeting will be communicated in a formal letter home to parent/carers. The learner will be informed of their right to appeal in accordance with the Appeals Procedure described in this document.	Student Engagement Manager, Senior Progress Tutor/ Assistant Principal – Student Service and Inclusion /Deputy Principal
Serious Breaches of College Values and Expectations		



Immediate Suspension (Serious incident)	See Serious Breach of College Values and Expectations in the policy: The learner will be notified in person that they are to be suspended (or by telephone if they have left college premises). Where a situation warrants suspension the parent/carer will be invited in to college to meet with the manager, Assistant Principal - Student Service or the Deputy Principal. This will involve the parent/carer of learners under the age of 18. If the learner is over 18 then their parent/carer will be contacted through negotiation with the learner. The learner also has the option to nominate another appropriate adult if they do not have a parent/carer to support them. This meeting will take the form of a hearing where the learner will be given the opportunity to discuss the situation. It will be made clear to the learner that failure to meet any standards outlined at this meeting may result in an exclusion. Alternatively: A suspension may be issued as a result of a specific serious incident as outlined in the policy (this may be issued as an automatic escalation without a third stage warning). A decision as to whether the learner can return to college or not may not be given on the day. The evidence will be reviewed by the Senior Leadership Team and a decision communicated within 5 working days. Details are recorded in the “meetings” section of the learner’s record. The outcome of this meeting will be communicated in a formal letter. The learner will be informed of their right to appeal in accordance with the Appeals Procedure described in this document.	Student Engagement Manager-Senior Progress Tutor/any college leader (with authorisation from Assistant Principal – Student Service and Inclusion /Deputy Principal)
Exclusion	Following a hearing if the decision is made that a learner cannot return to college the outcome of this meeting will be communicated verbally and also in a formal letter be sent. The learner and parent/carer will be offered support or sign posted to find an alternative to college. Should a learner be excluded they are not permitted to enter the college grounds under any circumstances. Any attempt to do so may result in Police involvement. The learner will be informed of their right to appeal in accordance with the Appeals Procedure described in this document. Details are recorded in the “meetings” section of the learner’s record and exclusion details held on file.	Principal, Deputy Principal, Assistant Principal – Student Service and Inclusion

13. Appendix 2- Acceptable Behaviour Policy Implementation

Topic	Action
Whole College Approach	- Behaviours and Values (Staff and Students) - Staff Training and values and expectations (College HR induction – training by progress team see below) - Trauma, SEMH and SEND informed approach. - Motivating factors – Incentives- leading by example- behaviour programmes
Learner and Parent/ Guardian /Carer Communication	- Acceptable Behaviour Policy available and shared on the parent portal - Values, behaviours, professional standards and expectations for staff and students covered in the college induction and a bespoke tutorial induction - Clear communication of behaviour sanctions issued in relation to learners
Tutorial induction to focus on Professional Standards, Expectations, Values and Behaviours	- Identify key staff who can support with life at college including bursary and enrichment - The Progress Tutor role and how they can support - Recognise College Values and Behaviours and how to actively implement and promote - Discuss and recognise importance of college community 'It's my responsibility' - Discuss the full requirements of your study programme including enrichment, - UCAS and employability - Identify safeguarding for example prevent, BV, EDI, peer on peer abuse - Discuss role and responsibility learner voice and student governor
Behaviour Training to support with challenging behaviours and how to effectively manage –de-escalate situations session to be delivered for curriculum teaching staff and also for support staff.	- To be delivered as a-CPD session in areas by Progress Tutor Team / Behaviour Mentors to all curriculum areas. - To evaluate and review current behaviour strategies / systems currently used in college - Re-cap and discuss current professional standards, values and behaviours - Identify 'what goes on inside the 'Teenage Brain' - Recognise influencing factors to SOME behaviours exhibited in classrooms / workshops and communal areas - Analyse the impact of these systems and review how these are implemented by staff linking to learner / behaviour impact - Recognise to read signs and avoid escalation of situations - Sharing of good practice - Effective use of pro monitor – requesting of warnings- ABP - Referrals for inclusion mentor support

New staff – HR will send monthly update to CD re teaching staff and the PT team will deliver Behaviour Training to support with challenging behaviours and how to effectively manage– deescalate situations session	- To be delivered as a-CPD session in areas by Progress Tutor Team / Behaviour Mentors to all curriculum areas. - Over View of the training - To evaluate and review current behaviour strategies / systems currently used in college - Re-cap and discuss current professional standards, values and behaviours - Identify ‘what goes on inside the ‘Teenage Brain’ - Recognise influencing factors to SOME behaviours exhibited in classrooms / workshops and communal areas - Analyse the impact of these systems and review how these are implemented by staff linking to learner / behaviour impact - Recognise to read signs and avoid escalation of situations - Sharing of good practice - Effective use of pro monitor – requesting of warnings- ABP - Referrals for inclusion mentor support
Cross College Incentives (See full Strategy and timeline for this)	- Each term learners who meet any of the following criteria (managed by the progress tutors) will be placed into a termly draw. Learner can be placed in the draw for meeting more than 1 of the criteria. The draw will take place for each site: Beaufort Road, Clarendon 6th and Tameside 1 - The criteria to be entered into the termly draw: - - Commitment and dedication to college work - Outstanding attendance - Most Improved attendance - Overcoming challenges and barriers to learning - Demonstrating high expectations - Outstanding behaviours - Promoting college values
Behaviour Management Programmes	- Programme 1 Every action has a consequence – B Turning your reaction into a response - Programme 2 Anger Management – dealing and coping strategies - Programme 3 Resilience - Programme 4 Substance misuse awareness - A General tutor referral - B Referral via suspension – disciplinary meeting - C Target and action linked to warning sanction i.e., Stage 1
High Level Behaviour meetings	- Behaviour packs to be issued and referred to during the meetings: - - Acceptable Behaviour Policy - Actions/ Consequences leaflet - Copy of the Values and Behaviours - Disciplinary evaluation -feedback form - Referral to behaviour programme pathway if deemed appropriate



Inclusion Mentor Role	- To support with behaviours in and around college - To work with Progress Tutors to issue relevant warnings up to and including stage 2 - To have visibility around college at key times to reduce and address / challenge behaviours. - To monitor behaviour comments on promonitor and action as appropriate - To deliver the behaviour training programme sessions - To work 1:1 with learners to overcome barriers and gain strategies to support with any behavioural issues
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14. Appendix 3- Behaviour management contract and support pathways

When a student breaches the College's Acceptable Behaviour Policy, they may be placed on a behaviour contract. This contract is designed not only to address the misconduct but also to provide appropriate support and guidance to help the student make meaningful changes. The contract will include clear targets and actions, tailored to the nature of the behaviour and the level of intervention required.

There are three main referral pathways through which students may be placed on a behaviour contract:

- a. General Tutor Referral – This occurs when a tutor refers a student to the Inclusion Mentor, Learner Engagement Manager, or Senior Progress Tutor. These referrals typically address low- to mid-level concerns and are essential for ensuring early intervention.
- b. Referral following suspension meeting – for high-level behavioural incidents, which resulted in suspension, students are referred via actions and outcomes of the formal suspension meeting. The behaviour contract in such cases is likely to include more intensive monitoring and intervention strategies due to the severity of the incident.
- c. Warning sanction targets – students issued with a formal warning (e.g., Stage 1) will have specific targets and actions linked to their sanction.

Support plans and interventions

Each behaviour contract will include tailored support based on the student's individual needs. The following areas of intervention will be considered:

1. Behaviour support workshops may be scheduled during lunchtime to minimise disruption to students' timetables. These sessions will be delivered by Inclusion Mentors, who will also oversee and monitor student progress in collaboration with other support staff.
2. Awareness sessions- depending on the nature of the incident, students may be required to complete courses related to, substance misuse awareness, the impact of bullying and sexual harassment on the victim and the individual carrying these acts, knife crime and personal safety awareness.
3. Accessing Support- Where students require personal or behavioural support, referrals may be made for pastoral or wellbeing services.
4. Academic Recovery- If a student is not making expected academic progress, additional learning support or study skills coaching may be included.
5. Restorative practice support- In cases where behaviour has negatively impacted others, students may be required to engage in restorative practices to reflect on their actions and make amends.

Support plans and interventions

Intervention example	Purpose	Support on Offer	Additional Support Available
Every Action Has a Consequence	Develop personal responsibility	Awareness Workshop	1:1 Support
Anger Management	Improve emotional regulation	Awareness Workshop	Wellbeing Referral
Resilience	Build coping strategies	Awareness Workshop	Wellbeing Referral
Substance Misuse	Raise awareness of risks	Awareness Session	Specialist Referral
Knife Crime	Understand legal and personal consequences	Awareness Session	Safeguarding and Wellbeing
Bullying & Sexual Harassment	Promote respectful behaviour	Awareness Session	Safeguarding & Wellbeing Referral
Restorative Justice	Repair harm and rebuild relationships	Restorative Meeting	Behaviour Coach
Academic Recovery	Improve attendance, engagement and progress	Recovery Support Plan	Curriculum & Learning Support

15. Appendix 4- Support for staff

Support for staff related to student behaviours			
The college is committed to ensuring that all its learners are able to reach their full potential and access all opportunities in a supportive and inclusive environment. We have high expectations for our students and we use effective behaviour management strategies to address breach of expectations and disruptive behaviours. All College staff are expected to challenge and respond to disruptive and in appropriate behaviours, which breaches expectations. Support is available from Student Services colleagues to assist with disruptive behaviours. This document describes the escalation points for concerns related to student behaviours.			
Campus	Beauford Road	Tameside 1 and C6th	Old street
Escalation 1	Inclusion mentor	Inclusion mentor	Teachers and Deputy HoD
Escalation 2	Student Engagement Manager	Senior Progress Tutor/ Pastoral Manager	HoD– ESOL and Community Education
Escalation 3	High Level behavioural incidents to Deputy Principal	High Level behavioural incidents to Assistant Principal – Student Service and Inclusion	High Level behavioural incidents to Assistant Principal – Student Service and Inclusion