

Student Positive Behaviour Policy

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Related Policies

Ref.	Policy
EDI-01	Equality, Diversity and Inclusion Policy
MIS-01	Student Attendance and Punctuality Policy
SS-09	Support for Continuous Studies Policy
SST-04	Student Health and Wellbeing Policy
SST-06	Fitness to Reside Policy
SST-08	Peer on Peer Abuse Policy
TLA-03	Tutorial Policy

Student Positive Behaviour Policy

*Warmly Welcomed and Wanted;
Every Student, Every Day, by Everyone.*

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A brief guide to key points in this policy:

1. A brief guide to key points in this policy -

- A withdrawal must not take place without following college policy and procedure.
- In the first 42 days of enrolment, staff are asked to avoid issuing sanctions unless there is clear misconduct, but to focus on coaching conversations which can be recorded in student meetings on ProMonitor.
- Cooling off periods can be allowed after one-off incidents which do not pose an ongoing risk. Cooling off periods should last for 48 hours maximum UNLESS there is a risk of harm to student or others. This should be logged in student comments on ProMonitor.
- Student suspensions can be agreed at Deputy Head (DH) level where there is a risk of harm to student or others - a safeguarding risk assessment must be completed to determine this. This must be logged as a Disciplinary Suspension meeting on ProMonitor.
- Please note: If suspensions are not correctly reported the student is officially 'missing from education' therefore Curriculum Administrators must be informed of any cooling off period/suspension so registers can be marked accordingly.
- Disciplinary up to the point of Inclusion Panel are carried out in the curriculum area.
- Students MUST be present, wherever possible, when they are issued with any sanction and they must be aware of the appeals process. If their presence is not possible, they must be informed in writing.
- Appeals should be submitted via appeals@Moulton.ac.uk
- Cross college incidents and any sanctions required can be dealt with by the Student Wellbeing team in partnership with the relevant Deputy Head.
- DHs/HoFs must request an Inclusion Panel when a decision needs to be made about whether the student can continue on their course.
- Inclusion Panel hearings must be scheduled within 10 working days of initial suspension/ incident, unless external agency involvement prevents this.
- Restorative Interventions must be used and recorded in ProMonitor prior to any disciplinary action wherever possible and realistic.
- Any interventions will be held virtually where face to face meetings are not possible.
- The relevant Deputy Head or Head of Faculty (HOF) (or nominated other) will present the evidence at the Inclusion Panel hearing.
- The student has the right to advocacy and can ask a suitable person to attend to support them; this excludes legal representation. The college reserves the right to assess suitability of chosen advocate.
- Where the policy refers to 'classrooms' or 'college premises', this includes any college related activity including online and virtual
- Where there are concerns about a student's ability to complete their course for health-related reasons, they should be referred to a Support for Continuous Studies Panel for assessment.
- Appeals to the outcome of student panel hearings will be assessed by Executive Director Student Support and Wellbeing (EDSSW).

- Complaints about the process or outcomes of appeals will be assessed by the Vice Principal (VP).
- Agreed exclusions can be until the end of the academic year, for the current and following year or permanent.
- Agreement to allow completion of course for excluded students will be made on a case-by-case basis.
- Parents / carers should be involved wherever possible and kept fully informed unless there are safeguarding concerns.
- Appropriate external agencies must be alerted to any exclusion of 16–19-year-old students by the Safeguarding and Wellbeing Team or Learning Support Team e.g. Local Authority,

Policy Statement

2. Moulton College recognises that it has a legal and moral duty to provide a safe and secure learning environment for its students, staff and visitors. We all agree that mutual respect and tolerance should be encouraged and supported amongst the whole college community. A college-wide commitment to improving behaviour will lead to greater learner engagement, better support for staff and fewer incidents of negative behaviour.
3. It is vital as a college that we recognise and celebrate the achievements of our students to create an environment which encourages and rewards success.
4. Our approach is based on strong evidence, showing that encouragement and reinforcement of positive actions is more effective in changing and improving behaviour than focussing primarily on punitive measures.
5. This policy aims to enable:
 - Embedding Trauma Informed, Restorative, Anti-racist and Inclusive Practice across college
 - Promotion of positive behaviour
 - Appropriate challenging of negative behaviour
 - Positive reinforcement and mutual respect
 - A consistent approach
 - Clarity of roles and responsibilities
 - High expectations
 - Effective sanctions
 - A calm, productive and safe learning environment
6. Restorative Practice (RP) is not exclusive and can be used as a stand-alone approach or in conjunction with formal disciplinary sanctions.

Scope of Policy

7. This Policy applies to all members of the college community. It covers all behaviour issues arising within the college and/or whilst engaged in college related learning or activities. The policy also covers behaviour which could negatively impact the reputation of the college, or which poses a risk to others.
8. This policy requires everyone to play a part, leading to:
 - Empowerment for staff and improvement to staff wellbeing
 - Collaborative working and shared values
 - Improved communication and sharing of information
 - Consistent practice across faculties
 - Reduction in higher level disciplinarys
 - Increased retention and student satisfaction
9. Please note, for cases of academic misconduct, individual examination board regulations can dictate specific actions for that exam board/Higher Level Skills (HLS) programmes. In following this policy and procedure both this document and the relevant examination board / HE regulations should be referred to.

Moulton College approach to positive behaviour

10. Underpinning the positive behaviour approach is the simple reality that **we all like to be praised** for what we do well.
11. **Staff who praise students achieve better results from them and from other students who notice and model this good behaviour.**
12. This policy adopts four pillars which are the foundations for creating an environment which is focussed on reward and recognition instead of punitive action.
13. Restorative approaches are based on four key pillars:
 - **RESPECT:** for everyone by listening to other opinions and learning to value them
 - **RESPONSIBILITY:** taking responsibility for your own actions
 - **REPAIR:** developing the skills within our college community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
 - **RE-INTEGRATION:** working through a structured, supportive process that aims to resolve the conflict and allows young people to remain in mainstream education.

Minimum expectations

14. The following points are minimum expectations –

- Every day is a fresh start
- Greet your students at the door
- Model respectful language always
- Be interested in who your students are
- Engage students in decision making
- Teach and model excellent practice
- Use affective statements and questions
- Reward, reward, reward
- Never remove a reward given
- Whole group punishments are never fair
- Sanctions should always be proportionate

Student Code of Conduct

15. All teaching staff should refer to the Student Code of Conduct (including Moulton College values) when challenging student behaviour.

Key elements of a positive college community environment

16. **Developing and maintaining positive relationships** - underpins and is key to the success of the implementation of the positive behaviour policy along with a commitment to EDI, coaching and restorative practice. E.g. meet and greet students whenever you encounter them; a smile and a hello. Students feel welcome and valued.

17. **Role modelling calm adult behaviour** -, emotional control, high expectations from all staff. Separates the behaviour from the student. E.g. maintaining a calm response to challenging behaviour; not matching the level of emotion the student may be displaying e.g. anger

18. **Reward and Recognition** - rewards, recognition, praise, motivation, engagement. Looks for the positive. “You get more of the behaviour you notice the most.” E.g. a postcard home, who does the student want to make proud?

- Reward and praise regularly
- It's not what you give but the way that you give it
- Make the system simple to operate
- Make the reward system personal
- Recognition beats material rewards every time
- Students need to know what the rewards are for

19. During any period of remote learning, staff should pay attention to and offer praise for:

- Work completed at home.
- Additional caring duties students may have.
- Any work in the community the student has taken part in.
- Work completed during attendance at college.

20. **Consistency** – Simple rules which are clear and known to everyone (students, guardians, staff). Consistency across college and in own practice. Relentlessly refer to your agreed rules and expectations. Consistently uphold the college values. E.g. Agree class rules and expectations with your students and stick to them, refer back to them with students.

Positive Behaviour in Action

21. All Positive Behaviour Interventions should be recorded on ProMonitor using the relevant meeting template. A comment on ProMonitor should also be added to ensure all staff are aware of strategies to support and the student's agreed actions. Please add relevant Student Wellbeing staff into any comments. See *Appendix 1*

22. Sanctions should be avoided in the first 42 days unless there is clear misconduct, intervention should focus on coaching conversations which can be recorded in student meetings on ProMonitor

23. Training on issuing and recording effective disciplinary meetings is available through the Student Wellbeing Team.

24. In operating this policy, the college recognises:

- The right of the student to advocacy and the benefits of working in partnership with parents, carers, guardians, employers, health and/or social care services and other relevant external agencies.
- The right of appeal against any decision of disciplinary action.
- The care required in carrying out investigations and the importance of establishing the facts relating to any alleged breaches of the code of conduct.
- The strict confidentiality required when dealing with disciplinary issues in line with General Data Protection Regulations (GDPR).
- That not all students have the same access to digital technology and therefore adjustments will need to be made as appropriate.

Inclusion Panel Hearings

Aim:

25. The disciplinary process is an opportunity to engage the learner and reinforce the positive - even at stage 4. It is important to give the student a chance to reflect on how they can improve and have their voice heard. The Student Wellbeing Team will work collaboratively with HOFs and DHs as part of the decision-making process on whether exclusion is final decision. There is a strategic drive within Moulton and Northants to reduce suspensions and exclusions.

Who should be present:

- The student
- Student advocate, if requested (always offered)
- Parents/carers/guardians (always invited)
- Support agencies, where appropriate (always invited)
- DH or HOF to present evidence
- Panel chair and members

Who can conduct them?

26. The Head of Faculty or delegated person will chair the formal hearing along with a minimum of one, maximum two other members of staff to include one DH or HoF from another curriculum area, where appropriate.

27. What needs to happen:

- Students will receive at least 3 days' notice of the hearing.
- A hearing should be scheduled within 10 College days from the point of request.
- The evidence for exclusion should be presented by the curriculum HoF / DH or designated investigating officer.
- Before the hearing, any associated statements or information (including CCTV where appropriate) will be provided to the Chair in advance. It is the Chair's decision as to their use in the hearing.
- The panel will have the opportunity to ask questions of staff and student.
- The student, with agreed assistance from their advocate(s), will have the opportunity to present their case against exclusion, including any mitigating circumstances.
- The panel will then withdraw to make its decision. It can recall either side, to seek any points of clarification. The panel may choose to discuss resolution directly with the student.
- In making its decision the panel will work to the criterion of reasonable probability rather than the weight of the evidence required in a legal court (beyond all reasonable doubt).
- Possible outcomes may be:
 - student can remain in college. Options include remaining on current programme, request to transfer to alternative programme or complete remainder of course via remote learning, where this is possible.
 - Exclusion for remainder of academic year
 - Exclusion for remainder of academic year and following academic year
 - Permanent exclusion
- The student will be notified of the final decision in person at the hearing where possible or by phone call after the hearing. In any case a letter detailing the decision will be sent to the student and parent/carer and any external organisations where appropriate.
- Written confirmation of the outcome will include information on how to appeal.

- The Chair will ensure that there is a record on ProMonitor in the comments section and a comment to alert relevant staff. This evidence will be kept in the event of an appeal.
- Wherever required interventions and hearings can be completed via an online meeting or over the phone, if appropriate.
- The facilitator/s take(s) responsibility for ensuring that the College's Video Conferencing Protocols are adhered to. Reasonable adjustments should be made so that the appropriate level of support is available to ensure students and parents/carers can access and engage, as fully as possible.
- Appeals will be heard by the Executive Director Student Support and Wellbeing.

Points to note:

- The panel may choose to refer students to appropriate advice and guidance services or access additional positive intervention services and / or issue a behavioural contract.
- Where a request for withdrawal is declined the Restorative Process should be offered along with the agreed sanction.

Inclusion Panels of students with EHC Plans

28. If an Inclusion Panel is requested for a student with an EHC plan, we will have regard to the DfE guidance on exclusions which gives very clear advice that if we are considering exclusion, it would be very difficult to evidence that we had taken all reasonable steps if we had not called an emergency EHCP review. Unlawful exclusion of a pupil with a disability may amount to disability discrimination under the Equality Act 2010.
29. When an exclusion is considered appropriate, this decision must be made in partnership with the Local Authority (via SEND Coordinator) and subject to an emergency EHCP review. An exclusion can only be considered when all possible reasonable steps to avoid exclusion have been exhausted and can be evidenced.

Suspending a student

30. Cooling off periods can be allowed after one-off incidents which do not pose an ongoing risk. Cooling off periods should last for 48 hours maximum UNLESS there is a risk of harm to student or others. This should be logged in student comments on ProMonitor.
31. Student suspensions can be agreed at Deputy Head level where there is a risk of harm to student or others - a safeguarding risk assessment must be completed to determine this. This must be logged as a Disciplinary Suspension meeting on Promonitor.
32. **Please note:** If suspensions are not correctly reported the student is officially 'missing from education' therefore ALL suspensions should be logged on

ProMonitor under a suspension meeting and a comment added for the attention of 'support'.

33. *When students return to college or online learning, they must meet with their Course Manager who will discuss the events leading to the cooling off period and agree any appropriate further actions.*
34. ***Parents / carers must be informed for any student under 18 years of age being sent home or being suspended. In the case of a request to suspend vulnerable students e.g. students with an EHCP, Looked After Child, Young Parents, Young Carers, those working with the Youth Justice Service, Care Leavers, estranged for more than 48 hours the relevant manager must be alerted.***
35. During any suspension period:
 - The student will only attend college for a specific meeting arranged by the member of staff in charge of the investigation.
 - If necessary, statements can be taken over the phone or received by e mail.
 - The student must not seek to contact anyone else involved in the investigation.
 - Wherever possible, suspended students should be offered online learning materials to support them to continue their education and they are expected to engage with this
36. All suspensions must be communicated to the student and parents/carers by phone call and must be confirmed in writing within 2 days of the suspension if it is likely to be longer than the 'cooling off period'. All information and actions taken relating to the suspension should be recorded on ProMonitor for the attention of all relevant staff.

Suspension due to police investigation into criminal or high-risk behaviours

37. Students may be suspended without prejudice if they are being investigated by the police for a crime that is judged to have a potential harmful impact. A suspension may also be applied if the college becomes aware of behaviour that opposes our values or brings the college into disrepute. Examples of such high-risk crimes/behaviours would include any safeguarding matters involving abuse or criminal behaviour targeting children or vulnerable adults, sexual assaults and rape, crimes that are relevant to the programme of study (e.g. IT based fraud or misuse by an ICT student), crimes of violence, hate crimes. This list is not intended to be exhaustive, and the decision should be taken after assessing the potential risk to those in the college environment and to the student in question. The decision to suspend must be taken in consultation with the DSL or DDSL.
38. If the college becomes aware of any criminal activity (either in college or not) we have a duty to report this to the police.
39. The suspension is to protect the student and others and will be reviewed once the outcome of the police investigation is known. Wherever possible, the suspended

student should be allowed and supported to complete their programme of study (study at home, planned tutorial meetings, etc.). This will not always be possible if the matter arises early in the college year. Each case will be assessed on an individual basis.

Enrolment Suitability Panel hearings

40. When a student has been issued with a fixed term exclusion e.g. rest of academic year, they may apply to study at Moulton College once this period is over. Before their application is processed, an Enrolment Suitability Panel hearing will take place. This panel will assess the suitability and readiness of the student to continue their education with us.
41. Where a student has been subject to a fixed term exclusion and college has evidence of further misdemeanour either at college or elsewhere, a safeguarding risk assessment will be completed. Where the outcome of the risk assessment is that the student is 'high risk', it is not necessary to convene a panel. At this point the application can be refused along with an extension to the fixed term exclusion or issuing of a permanent exclusion.
42. A panel may be convened if further discussion is needed to consider an extension to the fixed term exclusion or issuing of a permanent exclusion. The outcome will be communicated within 7 days of the decision being made.
43. Following an ESP, if it is agreed that the student can return to Moulton College, they must have conditions of their enrolment agreed. If they do not meet these conditions they may be withdrawn without the need for following the Rewards and Sanctions Procedure. This decision must be communicated to the student and parent/carer (if applicable) verbally and in writing with the appeals process outlined.

Student Appeal Procedures

Appeal against a Formal or Final Warning

44. Students who wish to appeal against the issuing of a Formal Warning or Final Warning must email appeals@moulton.ac.uk stating their reasons.
45. Appeal against a Formal Warning will be considered by a Deputy Head from another curriculum area, who will review the circumstances and decide whether there are grounds for upholding the appeal. Other parties that may need to be involved at this stage include the student's advocate; members of the Student Wellbeing management team and/or the safeguarding team. The student will be informed of the decision by e mail or in writing.
46. Appeal against Final Warning will be considered by a HoF from another curriculum area who may decide to review the evidence in a formal meeting attended by the student, parent/carer or advocate and the course tutor. Members of the Student Wellbeing management team and/or the safeguarding team may

need to be involved at this point. The student will be informed of the decision by e mail or in writing.

Appeals against Exclusion, Withdrawal or Enrolment Suitability Panel Decisions

47. In the case of any appeal against Withdrawal, Exclusion, and Enrolment Suitability panel decisions the student will need to apply in writing to the Executive Director Student Support and Wellbeing within 10 working days of being notified of the outcome.
48. The appeal will need to set out reasons why the exclusion is unfounded or unjustified. Grounds on which an appeal will be considered are the submission of new evidence or evidence of procedural irregularities.
49. Appeals will be submitted via appeals@moulton.ac.uk
50. The Executive Director will review the panel's decision and decide whether there are grounds for an appeal hearing to be held. The student will be informed of that decision by e mail or in writing.
51. If the decision is that the appeal is justified due to the submission of new evidence or claimed procedural irregularities, an appeals panel will then be convened by the Executive Director.
52. The procedure for the hearing is set out below:
 - Only witnesses and documents identified to the Chair in advance of the hearing will be referred to during the hearing itself.
 - The student or their advocate will be invited to state the grounds of their appeal.
 - The panel will have the opportunity to ask questions of the student or their advocate.
 - The chair of the original panel will then present their case.
 - The panel will have the opportunity to ask questions of the chair of the original panel.
 - Both sides will have the opportunity to summarise their cases.
 - Both sides will withdraw from the hearing, leaving the panel to deliberate in private. The panel can recall either side to seek points of clarification.
 - The panel will normally inform the student of their decision by phone call followed by a letter sent within 5 working days.

Appendix 1

Rewards and Consequences Procedure

Rewards

1. It is vital as a college that we recognise, acknowledge and celebrate the achievements of our students to create an environment which encourages and rewards success.
2. Our approach is based on strong evidence, showing that encouragement and reinforcement of positive actions is more effective in changing and improving behaviour than focussing primarily on punitive measures.
3. Underpinning this approach is the simple reality that **we all like to be praised** for what we do well. Staff who praise students achieve better results from them and from other students who notice and model this good behaviour.
4. Students who are praised for displaying desired behaviours are motivated to do well and in turn other students notice and copy this behaviour.
5. Rewards could be:
 - Verbal and non-verbal praise and positive reinforcement
 - Sharing and celebrating success in curriculum areas or through whole college events
 - Physical rewards given for displays of Kindness, Unity and/or Excellence
 - Sharing positive stories with a student's parent/carer – who do they want to make proud?

Restorative Approach

1. Moulton College adopts four pillars which are the foundations for creating an environment which is focussed on reward and recognition instead of punitive action:
 - **RESPECT:** for everyone by listening to other opinions and learning to value them
 - **RESPONSIBILITY:** being accountable for your own actions
 - **REPAIR:** developing the skills within our college community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours
 - are not repeated
 - **RE-INTEGRATION:** working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

2. Staff must adopt a restorative approach in all communications with students, where a restorative practice intervention is required (and agreed to by all parties), this should be carried out by trained members of staff.
3. Restorative practice and/or reparation must be considered at each stage as an alternative but must be offered in any case, alongside any warning.
4. Reparative work could, for example, include a student working with the facilities department to help remove graffiti after they have been found to have caused it.

Consequences

1. The Positive Behaviour Policy's overall intent is a preventative approach; we recognise that students will on occasion make poor choices. Where a warning is deemed appropriate this should be issued as per the table below.

Stages	Actions	Inform
Coaching conversation	Facilitated by any member of staff Students can take part in unlimited coaching conversations over an academic year. If the same behaviour is persisting and appropriate support and/or referrals have been offered with no improvement, staff should consider a Report Action Plan (RAP). Record on Promonitor in meetings with a comment attached to alert all relevant staff.	Student must be present* at meeting Parents/carers should be informed.
Report Action Plan (RAP)	A RAP should be used when undesired behaviours are persisting. The student's CM should decide when this is an appropriate course of action and should meet with the student to agree the terms of the RAP. A Success Coach or CM can then lead the RAP after the initial meeting with the CM. This must involve regular review of the targets set. The RAP should focus on actions the student needs to take that will result in an adequate improvement and should last no longer than 6 weeks. Support referrals, for example, to the Student Wellbeing Team may also form part of the RAP. If there is still not adequate improvements in behaviour, CMs should consider escalating to disciplinary action.	Student must be present* at meetings. Parents/Carers should be informed and the agreed actions set shared with them. RAP meeting proforma should be used.

Disciplinary Formal warning	Issued by: DH Record on Promonitor in meetings with a comment attached to alert all relevant staff.	Student present* Parents/carers must be invited to attend and must be informed by member of staff issuing formal warning.
	Student must attend meeting. Recorded on Promonitor on appropriate page detailing expected changes in behaviour and a review period. Right to Appeal: Heard by DH out of area	
Disciplinary Final Warning	Issued by: DH with support from HoF Record on Promonitor in meetings with a comment attached to alert all relevant staff. Recorded on Promonitor on appropriate page detailing expected changes in behaviour and a review period. Right to Appeal: Heard by HoF out of area	Student present* Formal meeting with DH, attended by the student and their parent/carer plus any other staff involved. Meeting to clearly indicate that this is the last opportunity for the learner to improve behaviour before the most severe disciplinary sanctions are used.
Disciplinary Exclusion	Can be requested by DH with support from HoF	Student and parent/carer (if under 19) to attend.
After Inclusion panel Hearing	Inclusion panel members, chaired by Head of Faculty. Case presented by curriculum Record on Promonitor as a comment, alert all relevant staff. Right to Appeal: Heard by Executive Director	Outcome recorded on Promonitor. Letter with outcome to be sent to student and parent/carer
Complaints after appeal	Heard by VP	Student informed by phone within 2 days/ letter within 5 days of outcome

*Present at meeting – Where face to meetings are not possible, meetings can take place over the phone or online. If a student's absence means the meeting is unable to

take place with them, we can progress in their absence, and they should be formally notified in writing.

NB: There is no obligation for staff to apply each stage of the Procedure in turn with reasonable justification.

In the case of a request to exclude a student from the following cohorts, the member of staff denoted must be involved in the Inclusion Panel:

Member of staff from Learning Support:

- Students with an EHCP

Member of staff from Safeguarding team

- Care Experienced Young Parents
- Young Carers Estranged Adopted
- Students with a Criminal Conviction
- Any other student deemed appropriate by panel chair

A member of the Safeguarding team should also be consulted where a student is subject to a Child in Need Plan or Child Protection Plan. The Panel chair will coordinate this.

Appendix 2 – Positive Behaviour – Response to Incidents Across College

To ensure expected behaviours and attitudes are upheld we drive an ethos of valuing positive relationships between all members of the Moulton community through effective application of the Positive Behaviour Policy (PBP). It is everyone's responsibility to apply the PBP in a fair and consistent manner, this table details specific duties relating to upholding the PBP.

Student Success Coach	Security	Course Managers	Deputy Heads	Study Programme Leader (SPL) and other curriculum staff
Have a presence in social areas at busy times and support students to uphold college values. Respond to onsite behaviour incidents, including: - De-escalation - Follow up support for student - Encouraging respect and positive behaviour and attitudes - Taking statements - Phone calls to parents/carers - Support for student during searches conducted by security Where a student may need to leave college for a cooling off period, request support of DH, in line with Positive Behaviour Policy.	Warmly welcome students. Request support from Success Coaches/CM's to help deal with incidents where de-escalation or follow up support for students is appropriate. Where a student may need to leave college for a cooling off period, request support of DH, in line with Positive Behaviour Policy. Record incidents and actions taken on Promonitor (and MyConcern where appropriate), FAO the curriculum staff.	Respond to onsite behaviour incidents where a decision needs to be made on action to be taken, in line with PBP in conjunction with DHs. Organise and chair student panels. Work collaboratively with HoFs and DHs as part of decision-making process.	Wherever possible, relevant DHs should respond to onsite behaviour incidents where a decision needs to be made on action to be taken, in line with Positive Behaviour Policy. Attend student panels as required and present the required information or form part of the panel.	Attend student panels as required Be aware and support any actions agreed following behaviour incidents, including reintegration following cooling off/suspensions. Ensure appropriate reward, recognition and celebration of positive behaviour is embedded in student activity.
Act as an advocate for students in disciplinary hearings including Inclusion Panels. Offer ongoing 1:1 support to meet targets related to behaviour.	Conduct searches in line with college policy ensuring relevant members of staff are present to support students.			

Record all interventions on Promonitor (and MyConcern where appropriate), including students' voice and wishes and comments made by parents/carers. FAO the curriculum staff.				
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Appendix 3 – Summary of the Positive Behaviour Policy

Mission & Vision

- **Mission Statement:** *Creating Opportunities, Changing Lives*
 - Every student is *“Warmly Welcomed and Wanted; Every Student, Every Day, by Everyone.”*
-

Policy Overview

Key Principles:

- Trauma-informed, restorative, anti-racist, and inclusive practices.
- Emphasis on **positive reinforcement** over punitive measures.
- Clear expectations, consistent application, and mutual respect.

Scope:

- Applies to all members of the college community.
 - Covers behaviour on campus, during college-related activities, and online.
-

Foundations of Positive Behaviour

Four Pillars of Restorative Practice:

1. **Respect** – Listening and valuing others.
2. **Responsibility** – Owning actions.
3. **Repair** – Finding solutions to prevent recurrence.
4. **Reintegration** – Supporting continued education.

Minimum Expectations for Staff:

- Greet students daily.
 - Model respectful behaviour.
 - Use affective statements/questions.
 - Reward consistently and fairly.
 - Avoid whole-group punishments.
-



Student Code of Conduct

- Linked to Moulton College values.
 - Staff should refer to the code when addressing behaviour.
-



Positive College Environment

- Build relationships through meet-and-greet, smiles, and recognition.
 - Praise effort during remote learning.
 - Maintain consistency in rules and expectations.
-



Behaviour Management Procedures

Early Intervention:

- **First 42 days:** Focus on coaching, not sanctions.
- Use **ProMonitor** for recording interventions.

Disciplinary Stages:

1. **Coaching Conversation**
2. **Report Action Plan (RAP)**
3. **Formal Warning**
4. **Final Warning**
5. **Inclusion Panel Hearing**
6. **Exclusion**

Appeals:

- Students can appeal warnings and exclusions via appeals@moulton.ac.uk
 - Appeals reviewed by Deputy Heads, Heads of Faculty, or Executive Director.
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Inclusion Panel Hearings

- Aim to engage students and explore alternatives to exclusion.
- Must include student, advocate, parents/carers, and relevant staff.
- Decisions based on reasonable probability.
- Outcomes range from continued study to permanent exclusion.

Special Considerations:

- Students with **EHC Plans** require emergency EHCP reviews before exclusion.
 - Must involve the **Local Authority** and SEND Coordinator.
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Suspensions

- **Cooling-off periods** (max 48 hours) allowed for one-off incidents.
 - Safeguarding risk assessments required for longer suspensions.
 - All suspensions must be logged and communicated.
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Police Investigations

- Students may be suspended without prejudice during investigations.
 - College must report criminal activity.
 - Support for continued learning is encouraged where possible.
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Enrolment Suitability Panels

- Held before re-admission after fixed-term exclusions.
 - May result in extended exclusion or permanent exclusion.
 - Conditions of enrolment must be agreed and monitored.
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Rewards and Recognition

- Praise and recognition are central to behaviour management.
 - Rewards include verbal praise, celebration events, and communication with families.
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