

**POSITIVE BEHAVIOUR POLICY & BEHAVIOUR MANAGEMENT  
PROCEDURE (All learners, unless following their awarding body's  
process)**

Effective for all students/apprentices of UCS College Group on or after September 2025

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## **1. Introduction**

- 1.1 This procedure sets out the standards of conduct that UCS College Group expects of its students/apprentices and provides each College and UCS provision) approach to dealing with allegations of student misconduct.
- 1.2 UCS College Group has a duty to provide a safe and secure learning environment for students/apprentices, staff and visitors. It is everyone's responsibility to improve behaviour, which will lead to greater learner engagement, better support for staff and fewer incidents of negative behaviour - developing learners into active and positive citizens. Mutual respect and tolerance should be expected and supported at all times.

## **2. Policy Statement**

- 2.1 UCS College Group recognise that encouragement and reinforcement of positive actions is more effective in changing and improving behaviour than focusing primarily on punitive measures. As a result, the Behaviour Management procedure should always attempt to be restorative in nature, seeking learning opportunities from mistakes made. Should these measures not be achievable, an escalating process (in level form) is required for circumstances of increasing seriousness.
- 2.2 The Procedure covers both Academic and General Misconduct with differing degrees of severity of allegation and response for students/apprentices in Further Education (FE). The Procedure covers General Misconduct for students/apprentices in Higher Education (HE) and allegations of Academic Misconduct will be covered by the UCS HE Academic Misconduct Policy.
- 2.3 We have a zero-tolerance policy towards violence and promotes 'a positive culture and behaviours to seek to eradicate discrimination and harassment'.
- 2.4 We seek to achieve an environment which upholds the British Values of democracy, the rule of law, individual liberty, and especially mutual respect and tolerance of different faiths, beliefs and practices. These are described in the 'UCS College Group Professional Expectations' which all staff and students/apprentices are expected to adhere to, and the Behaviour Management Process contributes to upholding these expectations.
- 2.5 We are committed to conducting all stages of its Behaviour Management Procedures fairly, consistently, without bias and in proportion to the misconduct being considered. Support and guidance is available to students/apprentices involved at any stage of the procedure from the Student Engagement Teams [via a referral](#).

## **3. Scope**

- 3.1 The Professional Expectations, and procedures applied where there are allegations of misconduct, apply to all students/apprentices, whether on site or representing the College off-site, whether engaged in College activity in term time or non-term time, and when in College accommodation (or accommodation the College has organised) which in addition has its own rules of conduct specific to a residential setting.
- 3.2 This Policy requires everyone at UCS College Group to play a part, leading to:
- Promotion of positive behaviour
  - Positive reinforcement and mutual respect of others
  - Collaborative working and shared values

- Encouragement of Restorative Practice where appropriate during the stages of Behaviour Management
- Improved communication and sharing of information
- Consistent practice across the College Group and Student Experience
- Reduction in higher level behaviour management actions
- Increased retention and student satisfaction
- A calm, productive and safe learning environment

3.3 The application of positive reinforcement and praise in educational settings has been shown to enhance student outcomes and elevate motivation levels. This effect extends not only to the directly reinforced student but also influences peers who observe and emulate the commendable behaviours, fostering a supportive and productive learning environment.

### 3.4 Positive Behaviour in Action

In order to celebrate positive behaviour, we have both a formal and informal approach. The formal approach is commendations recorded formally on their ILP. The Informal approach includes immediate rewards given by any member of staff.

All Positive Behaviour Interventions should be recorded on the students/apprentices ILP. This positive behaviour will be judged by the individual member of staff against the college Vision, Mission and Values:

- Passionate and excited about learning
- Inclusive and supportive
- Responsive to student, employer and community needs
- Always aspiring to the highest standards
- Professional and enterprising
- Innovative and creative
- Friendly and welcoming.

#### Immediate rewards

Student may be given a card commending them for their positive behaviour and attitudes at any given point by colleagues within the College. Cards will be available in reception areas and within curriculum and any recipient of these will have a comment noted on their ILP. Repeat winners of this will be nominated by their teaching teams as part of the student awards.

## 4. Behaviour Management Procedure

4.1 In operating this policy, UCS College Group recognises:

- The right of the student to advocacy
- The care required in carrying out investigations and the importance of establishing the facts.
- The strict confidentiality required when dealing with behaviour management in line with General Data Protection Regulations (GDPR).
- The behaviour management process moves through the stages in turn where there are further incidents of misconduct
- Positive behaviour will always be considered in the issuing of sanctions.
- Opportunities for restorative practice will be used throughout.
- The right of appeal.

4.2 Academic misconduct includes, but is not limited to:

- poor attendance

- failure to submit work on time or meet academic targets
- plagiarism
- cheating in exams.

4.3 General misconduct includes, but is not limited to:

- Damage to/theft of property from the College or others
- Disruption of College activities
- Where targets are not met
- Inappropriate language or behaviour
- Poor attitude to learning (including attendance)
- Disruptive behaviour
- Possession of knives/weapons/sharp/intimidating objects on campus
- Smoking on college property (unless at Strode College) or Vaping outside of designated areas
- Continuous failure to bring lanyard or wear their lanyard as requested

4.4 Gross Misconduct includes, but is not limited to:

- Bullying, harassment, hate crime, or discrimination against another person, including in communications and via social media
- Sexual Harassment, including but not limited to, sexual violence, indecent imagery and recording and sharing activity of a sexual nature.
- Acts bringing the College's reputation into disrepute
- Persistent failure to comply with UCS College Group rules and policies or respond to previously agreed sanctions
- Misuse of alcohol, drugs and legal highs including possession and/or consumption of alcohol or drugs on colleges premises (or where representing the college offsite) or being on college campus under the influence of drugs or alcohol
- Physical intimidation or violence
- Damage to/theft of property from the College or others
- Possession of knives/weapons/sharp/intimidating objects on campus with intent to cause harm
- Criminal activity

4.4 For minor misconduct, or situations where behaviour is starting to cause concern, staff should consider intervention to change the student's attitude, for example: discuss the student with other staff, check their ILP and ensure you are aware of any vulnerabilities. Any concerns or decisions should be recorded on the ILP.

4.5 Where the matter is deemed to be Gross Misconduct, the procedure is followed from Stage 3. This escalation straight to Stage 3 can be authorised by a member of the College Management Team and communicated to the relevant Assistant Principal and associated Deputy Head

4.6 If the nature of the misconduct is in relation to a safeguarding matter, the safeguarding team should be alerted via [staysafe@ucscollegegroup.ac.uk](mailto:staysafe@ucscollegegroup.ac.uk) or by contacting a member of the campus safeguarding team where appropriate.

4.7 If the nature of the misconduct involves a member of staff, the Presenting Manager must liaise with People & Culture to ensure that the staff members perspective is put across appropriately in the meeting.

4.7 **Stage 1 Behaviour Management Procedure**

**When?** Stage 1 usually involves intervention by staff at an early stage for an issue or incident which is relatively contained and minor.

**Who is involved?** Where a student has engaged in inappropriate behaviour or misconduct, outside of our Professional Expectations (see examples above), any staff member, including their tutor/trainer assessor, lecturer, may issue an informal warning and undertake a stage 1. The member of staff should ask open questions to establish a rapport, outline the college expectations of behaviour related to the values and code of conduct in relation to this misconduct. This should then be recorded on the ILP. If the student is visibly distressed as a result of their Stage 1, a parent/carer should be contacted at home if under the age of 18.

**Sanctions** may include a verbal warning, a requirement for an apology, or reparation to the College or an individual for damage to property for example. Restorative sessions may also be an option with individuals if required.

Any concerns relating to a learner who has an EHCP should be dealt with via a Pre-Stage 1 process. The Assistant Principal or Deputy Head should contact the Learning Support Team at their College, prior to the starting stage 1 to organize a meeting with the tutor/trainer assessor, a member of the curriculum team, the learner and parent/carer. During the meeting the concerns in relation to behaviour will be discussed along with any strategies and/or additional interventions to implement to support the learner's SEND needs. If behaviour continues and/or escalates, the normal stages detailed in this Policy need to be followed. The Learning Support Team needs to be kept informed of the progress of all stages of the Behaviour Management Procedure.

#### **4.8 Stage 2 Behaviour Management Procedure**

**When?** Stage 2 is for cases where action at Stage 1 has failed to resolve matters or lead to improvements.

**Who is involved?**

The Personal Tutor/Trainer Assessor and Course Leader or Deputy Head of Department meets the student(s) concerned, discusses the issue and sets targets for improvement which are recorded on the ILP.

The should ask open questions, to establish a rapport and establish any underlying issues, they should re-iterate the values and expectations of the college, explain the behaviour management process, seek any explanation or mitigation, look for behaviour triggers, and ask about the students/apprentices wellbeing.

- Targets co-written by the member of staff and the student to ensure ownership (see the Behaviour Management correspondence pack for an example)
- Referrals to internal/external support if requested by the student
- This should then be recorded on the ILP. Contact should be made with the parents/carers at this point by phone call (Tutor/Trainer Assessor) and letter (Admin). This will be escalated to stage 3 with any further misconduct. If the student is visibly distressed as a result of their meeting and over the age of 18, their next of kin should be contacted at home as a duty of care mechanism.

**Sanctions** may include a written warning, a requirement for an apology or restorative justice session, completion of online behaviour management tutorials, reparation to

the College or an individual, or a ban from a particular area, facility or service of the College.

#### 4.9 Stage 3 Behaviour Management Procedure

**When?** The behaviour management process is an opportunity to engage the learner and reinforce the positive - even at stage 3. It is important to give the student a chance to reflect on how they can improve and have their voice heard.

Stage 3 is for cases of serious misconduct and / or failure to meet targets where action at Stage 2 has failed to resolve matters or lead to improvements. Investigation is often required prior to the Stage 3 Meeting. Where a criminal act is involved, police action will take precedence over College action, and police advice should be sought about whether a student should be allowed to continue at College pending a criminal investigation or court appearance.

#### **Who should be present at a Stage 3 Meeting?**

- The student
- Parents/carers (always invited)
- Support agencies, where appropriate
- An advocate for the student (Personal Tutor/Trainer Assessor, or a member of Staff known to the learner from a support perspective eg Autism Facilitator, ELSA, Wellbeing Officer). In the cases where a learner has an EHCP the meeting will be attended by a member of the Additional Learning Support Team.
- A Presenting Manager to present evidence on behalf of the Organization
- The Panel chair should be an Assistant Principal from the appropriate curriculum area or nominee, depending on the case.
- If an Apprentice, the employer must be informed

The Panel Chair may wish, for particularly complex cases or severe misconduct, to invite a Safeguarding Officer or Senior Manager to join the Stage 3 Meeting.

**Sanctions** may include

- No further action
- Return to college with a final written warning and co-written contract of expected levels of behaviour and the support in place to achieve that
- Recommendation to exclude until the next academic year (including college accommodation). **Note: [This form is to be completed if an exclusion takes place. An at risk of NEET form must also be completed.](#)**
- Recommendation to exclude permanently (including college accommodation) **Note: [This form is to be completed if an exclusion takes place. An at risk of NEET form must also be completed.](#)**

If the panel decides the outcome should be a behaviour contract then this should be co-written during the meeting with the student to ensure that the student takes ownership for their targets. The co-written targets will be uploaded to their ILP and an outcome letter will be sent to their home address.

The student will be notified of the final decision in person at the meeting where possible or by phone call afterwards if a decision cannot be made on the day.

In the event of inappropriate behaviour during the panel meeting by the student or their representative, the chair of the panel may suspend the panel meeting and hold the meeting in their absence.

See Appendix 2 for more information about preparation and procedure for a Stage 3 Behaviour Management Appeal.

### Apprentices at Stage 3

Under 18 apprentices are permitted to bring a parent/guardian, or work colleague to a Stage 3 meeting. At the beginning of the meeting, it is clarified that anyone accompanying the apprentice is there solely in a supportive role for the individual, and that the meeting is focused on the apprentice themselves. The outcome of the meeting is communicated to the apprentice, their parent or guardian, and their employer. If requested, notes from the meeting will be provided to the apprentice, and it is their responsibility to share these notes with their parent, guardian, and employer if they choose to do so. For apprentices over 18, the process is the same, except that the outcome of the meeting is shared only with the apprentice and the employer.

## 5.0 Stage 3 – Gross Misconduct Exclusion

In the most serious cases of gross misconduct, for example where there is a discovery of a serious act of dishonesty, or there is concern for the safety of others that clearly does not meet with the expectations of the UCS Professional Behaviours, it is possible that the College will no longer allow that student to continue their studies at the college and immediately withdraw them, without going through a formal Behaviour Management Meeting procedure. If that happens, the College will write to the withdrawn student without undue delay (typically within seven working days), setting out the gross misconduct which led to them being withdrawn from the college and what the basis was for the decision. The student will also be informed of their right of appeal against the decision in accordance with the Appeals procedure.

Any such action without investigation and hearing, will normally be confined to the most exceptional cases when there is clear and compelling evidence and no realistic possibility that the student can produce evidence which casts doubt on the fact of their being guilty of serious or gross misconduct.

In the event of a student being immediately withdrawn due to a serious breach of the UCS Professional Behaviours in the circumstances detailed above, the Assistant Principal of that Curriculum Area (who has the authority to immediately withdraw a student) shall communicate the decision to the student and parents/carers/employers concerned without unreasonable delay. If the learner has an EHCP, the Additional Learning Support Team must be informed to ensure an emergency EHCP review can be scheduled.

The communication will be confirmed in writing and it will specify the reasons for gross misconduct and immediate withdrawal from the programme of study and course. The communication will also notify the student of their right of appeal against the decision in accordance with the Appeals procedure.

## 5. Appeals

**When?** An appeal may be made against the outcome of a Stage 3 Behaviour Management only on the following grounds:

- The Stage 3 Panel did not consider all the available evidence
- Information is now available which was not available at the time of the Stage 3
- The correct Behaviour Management procedure was not followed by the Stage 3 Panel.

**Who?** An Appeal Panel chaired by a Senior Leader not involved in the first Stage 3 meeting. This will be set up within 10 working days of the request for an appeal and will be held as soon as reasonably practicable.

**Outcomes** of an Appeal Meeting are limited to:

- Confirmation of the Stage 3 Panel's decision e.g. uphold the exclusion, suspension or withdrawal of a student
- Reversal of the Stage 3 Panel's decision e.g. reinstate an excluded, suspended or withdrawn student on a programme
- Variation of the Stage 3 Decision e.g. reinstate an excluded student to the College but to a different programme (where appropriate).

## **6. Related policies and procedures**

This procedure should not be read in isolation and should be read in conjunction with other relevant College policies and procedures including:

- The UCS Professional Expectations
- The Equality and Diversity Policy
- The Safeguarding and Child Protection Policy
- The Complaints Procedure
- Relevant academic Regulations (for HE students/apprentices)
- The HE Complaints Policy (for HE students/apprentices).

## **7. Review**

This procedure will be reviewed annually (or sooner if required by the Vice Principal of Student Experience & DSL and approved by the Senior Leadership Team.

Analysis of the number and types of Behaviour Management Procedure will be reported to SLT and the Academic Standards Committee at least annually

## **8. Appendices**

### **Appendix 1 Stage 3 Behaviour Management Procedure**

#### **Suspension**

Cases of gross misconduct may involve suspension of a student for the safety of themselves and others. Any College manager may suspend a student with the authorization of a member of the College Group Senior Leadership Team.

Parents and carers of under-18 students/apprentices should be contacted to inform them of the suspension and this should be logged on their ILP. Care should be taken to ensure that an under-18 student is able to get home safely, for example by inviting parents/carers to collect the young person. If the student is deemed vulnerable and above the age of 18, their next of kin should also be called to ensure a duty of care is followed.

The suspension should be confirmed in writing to the students/apprentices and, where appropriate, to parents and carers, as soon as possible. Arrangements made as quickly as possible for a Stage 3 procedure so that the suspension is not extended.

#### **Investigation**

Misconduct leading to a Stage 3 Procedure will often require an investigation before the Meeting. Any staff, student or other witnesses should be asked to produce a statement. CCTV footage can be requested from the College Group's Data Protection Officer, and is usually viewed as part of the investigation rather than being shown in the Stage 3 meeting. All panel

members should have an appropriate amount of time to review any evidence in advance of the meeting taking place. Any relevant evidence should be retained and locked away securely but may be produced during the meeting.

### Stage 3 Personnel

Roles in a Stage 3 Behaviour Management meeting are as follows:

- The meeting is nominated by the Assistant Principal responsible for the course area in which the student studies. This is dependent on the nature of the Stage 3 meeting. The Course Leader or similar acts as the College’s ‘Presenting Manager’ and explains what happened to lead to the Stage 3.
- The student is supported by an advocate as outlined in 4.9

Where possible, the fewest number of staff members should be present in the meeting to ensure the environment is not overwhelming for the student. The Assistant Principal or nominee may wish, for particularly complex cases or severe misconduct, to invite to the meeting:

- A Safeguarding Officer where serious student welfare or safeguarding issues are likely.
- A Senior Manager where the matter is significantly complex and/or may lead to exclusion of the student.

If the student is under 18 the parent or carer should be invited to the Stage 3 Behaviour Management Meeting. In line with the Raising of the Participation Age (RPA), if a student has turned 18 during the year of study in which the Stage 3 takes place, the parent or carer should still be invited, unless the student has expressly asked them not to be. If there is a concern for the wellbeing of the student and they are over the age of 18, the College should contact next of kin as a duty of care measure.

The outcome of the Stage 3 is decided by the Chair in consultation with the other staff involved.

### Stage 3 Procedure

A Stage 3 Behaviour Management Meeting should follow the format below:

1	The Chair introduces those present and explains the Behaviour Management Procedure and the possible outcomes at Stage 3, and how the meeting will be conducted. Chair to confirm that the appellant is aware of their right to be accompanied by a parent/carers (where appropriate) and/or advocate.
2	The Presenting Manager presents the incident or circumstances which have led to the Stage 3 meeting and is able to question the student.
3	The student gives their own account of what happened, and is able to call on any witnesses or advocates, including parents/carers (where appropriate).
4	The Chair questions the Presenting Manager and student and any witnesses or advocates. The Chair also asks for reflections on the students progress on the course and other challenges we need to be aware of (both from the student or course team). The advocate for the student should seek to ensure the student has been able to speak and is treated fairly.
5	The Chair asks all parties whether they have been able to say everything they wanted, then asks the student, advocate and any parents/carers to step outside the room.

6	The Panel recalls all to the room and announces the outcome, or gives a timescale if further investigation or time to decide is required.
7	The outcome of the meeting is communicated in writing to the student and an online form is completed to ensure UCS is recording outcomes.

## Appendix 2 Handling Appeals

- 1 If a student wishes to appeal against the decision of a Stage 3 Panel, they should write to the Assistant Principal of the student's Area of the College within **5 working days of the day of the decision letter**, and must state the reason for the appeal from the following:
  - The Panel did not consider all the relevant evidence
  - Information is now available which was not available to the student or the Panel at the time
  - The correct Behaviour Management procedure was not followed by the Panel.
  
- 2 An Appeal meeting is chaired by a Senior Leader not involved in the first Stage 3 meeting, **will be set up within 10 working days of the request for an appeal, outlining their reason for appealing in line with the above.** This will be arranged as soon as reasonably practicable and will enable the student to prepare their appeal case.

The College Admin Teams will coordinate the Appeal proceedings and will be the contact person for the appellant and take notes of the meeting.

- 3 An Appeal of a Stage 3 Behaviour Management Meeting should follow the format below:

1	<ol style="list-style-type: none"> <li>a) The Chair introduces those present and explains the Behaviour Management Procedure and the possible outcomes at Stage 3, and how the meeting will be conducted.</li> <li>b) Chair to confirm that the appellant is aware of their right to be accompanied by a parent/carer and/or advocate.</li> <li>c) Confirm that the appellant is aware that the Appeal Chair's decision will be final</li> </ol>
2	The Chair of the original Stage 3 meeting, or representative, presents the incident or circumstances which led to the initial Stage 3 meeting and rationale for outcome.
3	The student gives their own account of what happened, and is able to call on any evidence/witnesses which were not available at the first stage 3 meeting.
4	The Chair questions the chair of the first Stage 3 meeting and student and any witnesses or advocates. The advocate for the student should seek to ensure the student has been able to speak and is treated fairly. The Chair will then ask the appellant and the Chair of the Stage 3 Panel to sum up.
5	The Chair asks all parties whether they have been able to say everything they wanted, then asks the student, advocate and any parents/carers to step outside the room.
6	The Panel recalls all to the room and announces the outcome, or gives a timescale if further investigation or time to decide is required.

7	The outcome of the meeting is communicated in writing to the student and an online form is completed to ensure UCS is recording outcomes.
8	The student will be informed of the decision within 5 working days of the Appeal Meeting. The decision of the Appeal Meeting Chair is final.

4.