



## Mission

To develop **skills, knowledge** and **behaviours** that help individuals to thrive and enhance the region's **economic** and **social prosperity**.

## 1. Introduction

Middlesbrough College recognises that it has a duty to provide a safe and secure learning environment for its students, staff and visitors. 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 - developing learners into active and positive citizens.

Our approach is based on strong evidence\* that encouragement and reinforcement of positive actions is more effective in changing and improving behaviour than focussing primarily on punitive measures.

*(\*Understanding and Promoting Positive Behaviour in the FE Sector, Education and Training Foundation, 2020 available at [https://repository.excellencegateway.org.uk/Promoting\\_positive\\_behaviour\\_-\\_Sep\\_2020.pdf](https://repository.excellencegateway.org.uk/Promoting_positive_behaviour_-_Sep_2020.pdf))*

### 1.1 Scope of Policy

This policy applies to all members of the College community and covers all behaviour issues arising within the College and/or whilst engaged in College related learning or activities.

This Policy requires everyone to play a part, leading to:

- Creating optimal brain states for learning
- Embedding of a Restorative Practice approach across College
- Promotion of positive behaviour
- Positive reinforcement and mutual respect
- Empowerment for staff and improvement to staff wellbeing
- Collaborative working and shared values
- Improved communication and sharing of information
- Consistent practice across departments
- Reduction in higher level behaviour management actions
- Increased retention and student satisfaction
- A calm, productive and safe learning environment

## 2. Middlesbrough College approach to positive behaviour

Research suggests that providing positive reinforcement and praise to learners can lead to improved results and increased motivation of the student, and from other students who notice and model this good behaviour.

Minimum expectations of Classroom Management:

- Every day is a fresh start
- Welcome your students into the class
- Model respectful language always
- Be interested in who your students are
- Have an unconditional positive regard for your students
- Engage students in decision making
- Teach and model excellent practice
- Reward, reward, reward
- Never remove a reward given
- Whole group punishments are never fair
- Sanctions should always be proportionate

## 2.1 Classroom Contracts

All teaching staff should agree the expected standards and values they require from students, and what students can expect of them during the year. This can be done on an individualised basis to meet the needs of the vocational area. Once the group has agreed the values, they should be made clearly visible and applied consistently.

Classroom contracts could include:

- Using respectful language
- Positive listening
- No interruptions
- Valuing contributions
- Celebrating difference
- Understanding difficulties
- Find something to praise for each member of the group

## 2.2 Key elements of a positive college community environment

The key elements of this policy are based on the following principles;

1. Positive relationships
2. Rewards & Recognition
3. Consistency

**Developing and maintaining positive relationships** - underpins and is key to the success of the implementation of the behaviour management policy along with a commitment to Equality, Diversity and Inclusion, and restorative practice e.g., meet and greet students whenever you encounter them; a smile and a hello. Students feel welcome and valued. Role modelling calm adult behaviour, emotional control, high expectations from all staff. Separate 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.

**Reward and Recognition** - rewards, recognition, praise, motivation, engagement. Look for the positive.

- 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

**Consistency** – Simple rules which are clear and known to everyone (students, carers, 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.

## 2.3 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 Pro Monitor where learners and parents/carers can view on Pro Portal. The Informal approach includes on the spot rewards given by any member of staff.

### Commendations

All Positive Behaviour Interventions should be recorded on ProMonitor using commendations. These positive behaviours will be judged by the individual member of staff against the college values;

- Take Responsibility
- Aim High
- Respect Others
- Work Hard
- Do What's Right
- Challenge Yourself
- Take Pride

### On the Spot rewards

Student may be given an "on the spot" positive behaviour card. If they receive three of these, they can take them to student services to receive a free Breakfast Bun.

### 3. Behaviour Management

In operating this policy, the College recognises:

- The right of the student to advocacy and the benefits of working in partnership with parents, carers, carers, employers, health and/or social care services and other relevant external agencies.
- The right of appeal.
- The care required in carrying out investigations and the importance of establishing the facts relating to any alleged breaches of this policy.
- 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 (Appendix 1)
- Positive behaviour will always be taken into account in the issuing of sanctions.
- Opportunities for restorative practice will be used throughout.

These are the stages to the process:

- Informal Warning
- Stage 1 (Verbal Warning)
- Stage 2 (Written Warning)
- Stage 3 (Final Written Warning)
- Stage 4 (Panel Hearing)
- Exclusion Review
- Appeal

Where the matter is deemed to be **Gross Misconduct**, the procedure is followed from Stage 4. This escalation straight to Stage 4 should be authorised by the Vice Principal for Students. This will be managed by the Safeguarding Admin.

Stages 1-3 will remain live on a student's record for the duration of the academic year. Stage 4 records which result in a co-written contract will remain on the student's records for one year.

#### 3.1 Examples of Misconduct (the following examples are not exhaustive)

- Inappropriate Language
- Inappropriate Behaviour
- Poor attitude to learning
- Disrespectful behaviour
- Disruptive Behaviour
- Dangerous Behaviour
- Vandalism
- Littering
- Smoking/Vaping inside
- Bullying

- Harassment
- Misuse of College IT
- Misuse of Substances
- Carrying drugs for personal use
- Low level violence
- Being under the influence of drugs or alcohol (See Stage 3)
- Attendance concern stage three trigger

### 3.2 Examples of Gross Misconduct (the following examples are not exhaustive)

- Violence
- Weapons
- Sexual Harassment
- Sexual Violence
- Racism and Antisemitism
- Supply of Drugs/Carrying with intent to supply
- Theft
- Wilful damage
- Serious breach of college policy
- Serious Health and Safety
- Bringing the college into disrepute

### Yellow Cards

Any member of staff can record a yellow card on the Behaviour and Attendance App, this will send an email to admin who will record on the diary tab of Pro Solution CC. Yellow cards should be monitored to ensure the student is progressed through the behaviour management process in an appropriate and timely manner.

### Behaviour Management Stages

Ordinarily the incidents progress through the stages in chronological order, however, on some occasions depending on the seriousness of the incident the Associate Director may use a higher-level sanction up to and including Stage 3, this is at the discretion of the Associate Director of the Programme to decide the level of intervention for each individual student and incident up to and including Stage 3.

Where the matter is deemed to be **Gross Misconduct**, the procedure is followed from Stage 4. This escalation straight to Stage 4 should be authorised by the Vice Principal for Students. This will be managed by the Safeguarding Admin.

### 3.3 Stage 0 Informal Warning (S0)

Where a student has committed an act of misconduct (see examples above), any staff member, including the personal tutor, lecturer, or security personnel, may issue an informal warning.

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 Behaviour and Attendance App, this will send an email to admin who will record on the diary tab of Pro Solution CC.

### **3.4 Stage 1 Verbal Warning (S1)**

Where a student has committed an act of misconduct (see examples above), the Personal Tutor may issue a verbal warning.

The Personal Tutor 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 student's wellbeing and welfare.

This should then be recorded on the Behaviour and Attendance App, this will send an email to admin who will record on the diary tab of Pro Solution CC.

This will be escalated to stage 2 with any further misconduct.

### **3.5 Stage 2 Written Warning (S2)**

The second stage written warning can be issued by the Personal Tutor or the Curriculum Team Leader (CTL).

- The Personal Tutor/CTL 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 wellbeing and welfare.
- Targets co-written by the member of staff and the student to ensure ownership (See Appendix 2 for example)
- Referrals to internal/external support where required

This should then be recorded on the Behaviour and Attendance App, this will send an email to admin who will record on the diary tab of Pro Solution CC.

Contact should be made with the parents/carers at this point by phone call (Personal Tutor) and letter (Admin).

This will be escalated to stage 3 with any further misconduct.

## 3.6 Stage 3 Final Written Warning (S3)

The third stage final written warning can be issued by the Associate Director of the programme.

- The Associate Director 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 student's wellbeing and welfare.
- Targets co-written by the Associate Director and the student to ensure ownership (See Appendix 2 for example)
- Referrals to internal/external support where required

This should then be recorded on the Behaviour and Attendance App, this will send an email to admin who will record on the diary tab of Pro Solution CC.

Contact should be made with the parents/carers at this point by phone call (Personal Tutor) and letter (Admin).

This will be escalated to stage 4 with any further misconduct.

At Stage 3 there will be further "At Risk" information shared with the departments regarding those students who have reached stage 3 of the behaviour management process. This will provide the departments with further in depth information regarding any previous trauma and any safeguarding or welfare concerns not already shared at the departmental at risk weekly meetings.

If a student is suspected of being under the influence of drugs or alcohol, on a case by case basis this can go to a stage 3, this will allow the student to access support, parents/carers to be involved and have an opportunity to seek help whilst remaining safe in college. The student may be subject to the stop and search policy.

## 3.7 Suspension

Suspensions will be issued using a risk-based approach, does the student pose a risk to the wider college community, is this an appropriate sanction, will this affect their education adversely.

- All suspensions will be authorised by the Associate Director
- Suspensions will typically be for no longer than 5 days to minimise disruption to a student's education (subject to holidays and booking a panel hearing)

Suspensions will typically be at S4, but can be issued at other stages using a risk-based approach based on the nature of the incident.

## 3.8 Stage 4 Panel Hearing (S4)

The behaviour management 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 stage 4 panel is requested by the Associate Director through the Attendance and Behaviour app on the portal and Student Services admin arrange the meeting.

Who should be present:

- The student
- Parents/carers (always invited)
- Support agencies, where appropriate (always invited)
- A member of the Safeguarding Team to advocate for the student
- Associate Director to present evidence
- Panel chair is a member of Senior Leadership Team for Teaching (SLTT)

What needs to happen:

- Students will receive at least 3 days' notice of the hearing.
- A hearing should ideally take place within 5 College days from the point of request.
- 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 evidence of misconduct should be presented by the curriculum Associate Director or designated investigating officer, along with a detailed summary of proceeding incidents and a detailed account of the support which has been put in place.
- 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. 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).
- The Panel will review the process to make sure it has been fair and thorough.

Possible outcomes may be:

- No further action
- Return to college with a co-written contract of expected levels of behaviour and the support in place to achieve that.
- Recommendation to exclude until the next academic year
- Recommendation to exclude permanently

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. There will be no minutes taken in this meeting, the co-written targets will be the written element of the meeting, this will be uploaded to Pro Monitor in "uploaded documents." The student will be notified of the final decision in person at the hearing where possible or by phone call after the hearing.



If the panel decides that the outcome is exclusion, the chair will complete the exclusion review form (Appendix 3) and send this to the Principalship, this will be uploaded to Pro Monitor in “uploaded documents.” This review form will document the history of the case, the reasons for exclusion and whether permanent exclusion or exclusion until the next academic year is recommended. This will be reviewed and then within 5 working days a letter will be sent by the Vice Principal for Students and Communications to the student explaining the outcome and their right to appeal, this will be uploaded to Pro Monitor in “uploaded documents.”

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

### 3.9 Immediate Exclusion

If the matter is deemed to cause a serious threat to students or staff within the College, then the Principal, in conjunction with the Designated Safeguarding Lead, reserves the right to immediately exclude the student without cause for a panel hearing or appeal.

The exclusion review form will be completed in any such instance.

### 3.10 Panel Hearings of students with EHC Plans

If 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.

When an exclusion is considered appropriate, this decision must be made in partnership with the Local Authority and subject to an emergency EHCP review. An exclusion can only be considered when all possible reasonable steps to avoid exclusion have been exhausted. If there is clear evidence that all possible reasonable steps have been taken and an exclusion is still assessed as appropriate, then

- An emergency EHCP review must be called PRIOR TO THE STUDENT BEING EXCLUDED.
- Evidence must be presented to show what reasonable steps have been taken to avoid exclusion.
- Evidence that the behaviour the student is being excluded for is not part of their disability.

### 3.11 Exclusion Review

If exclusion is recommended by the stage 4 panel hearing. The decision to exclude will be reviewed by the Principalship, this will be reviewed using the case file from Stages 1-4.

The Principalship will review the documentation (see appendix 3 review document) and approve exclusion or request further information or investigation.

The exclusion letter will be written by the Vice Principal for Students and Communications and attached to the review document, this will be uploaded to Pro Monitor in “uploaded documents.”

## **4. Appeal**

There is a right of appeal where the decision is exclusion.

An appeal must be lodged in writing to the Head of Governance within five working days of the exclusion and a clear statement of the grounds for appeal must be included.

The date of the Appeal Hearing will be set by the Head of Governance within ten working days of the grounds for appeal being determined and approved. This will then allow all parties sufficient time to gather required evidence to support the Appeal Hearing.

A College Governor will hear the appeal (The Appeal Governor).

### **4.1 Grounds for Appeal**

The only grounds for appeal are:

- That there is new evidence available that was not available at the time of the original hearing.
- That there were procedural errors connected with the original decision.

The Head of Governance will decide if either of these grounds are applicable within five working days of the appeal being lodged.

The student has the right to bring along a parent/carer/advocate or representative to ensure that the proceedings are fair.

The student and his/her parent/carer/advocate/representative will present their case for appeal.

The case for the College will then be presented by the Vice Principal Students, with all parties in the room, if appropriate.

Witnesses can only be called if this relates to new evidence detailed in the Exclusion Appeal Letter. Their names and written witness statements must be given to the Head of Governance and circulated to all parties prior to the Appeal Hearing and at least five working days prior to the Appeal Hearing.

The Appeal Governor will review the case and the action recommended.

The Appeal Governor's decision will be final.

The learner will be informed of the outcome within 5 working days of the meeting by the Head of Governance. The Appeal Governor has the power to alter or overthrow the original decision or uphold it in its entirety.

## **5. Student Warnings**

To empower all staff and support the Safety and Buildings Service Team in manage the behaviour of a minority group of students, a Yellow, Blue and Red Warning system has been developed to allow a fast response to unacceptable behaviour, in and around the College.

### **5.1 Yellow Warning**

There are many reasons why a Yellow Warning may be given, and the following examples are not exhaustive:

- Not showing respect to all members of the College community.
- Swearing, abusive language or unacceptable behaviour in or around the College Campus.
- Litter and spitting on the College Campus.
- Smoking or Vaping in non-designated spaces

Once a Yellow Warning has been issued, this will be recorded on The Behaviour and Attendance App by the member of staff and an email sent to the Departmental Administrator to ensure this is uploaded onto ProMonitor and flagged to the Personal Tutor.

If a second Yellow warning is issued, Personal Tutors should trigger the students next stage of the behaviour management process.

### **5.2 Blue Warning**

There are many reasons why a Blue warning may be given, and the following examples are not exhaustive:

- Angry or threatening behaviour to students or staff.
- Student's confrontation which is not violent.

A Blue Warning will only be issued in agreement with the Duty Manager / Incident Manager to indicate that a student has been involved in an incident at Middlesbrough College and requires a cooling off period until the next day.

If the student is under 18 years of age, the Duty Manager / Incident Manager will contact the parent / carer to inform them that their young person has been asked to leave the College for one full day. The parent / carer will be asked to arrange for someone to come and collect their young person or give permission for them to travel home on their own. If the student cannot access a member of their family, then they will stay on-site until the end of their normal timetabled day.

The Duty Manager / Incident Manager will communicate the student's details to the Associate Director who will take the necessary action after all the evidence of the incident has been gathered.

Once a Blue card has been issued, this will be recorded on the Behaviour and Attendance App by the member of staff and an email sent to the Departmental Administrator to ensure this is uploaded onto ProMonitor and flagged to the Personal Tutor.

The Associate Director will arrange to meet with the student within 48 hours and take the necessary action after all evidence relating to the incident has been gathered. This may invoke the Behaviour Management Process to the individual's appropriate stage.

## 5.3 Red Warning

A Red Warning will only be issued in agreement with the Duty Manager / Incident Manager and the Security Team to indicate that a student has been involved in an incident of serious misconduct whilst on Middlesbrough College premises.

Once a Red Warning has been issued the Associate Director for the programme will decide on the appropriate sanction relevant to the misconduct.

If the student is under 18 years of age, the Duty Manager / Incident Manager will contact the parents/carer to inform them that their young person is to be suspended (on a risk based approach) from College with immediate effect. The parents will be asked to arrange for someone to come and collect their young person or give permission for them to travel home on their own. Where a safe way of sending the student home is not possible, the student will remain in a controlled environment on site, until the conclusion of their timetabled day.

The Incident / Duty Manager will then communicate the student's details to the Associate Director who will invoke the Behaviour Management Process to the individual's appropriate stage.

There are occasions where students will be given a Red Warning rather than a Blue or Yellow Warning and the following examples are not exhaustive:

- Violence
- Weapons
- Sexual Harassment
- Sexual Violence
- Supply of Drugs
- Theft
- Wilful damage

- Serious breach of college policy
- Serious Health and Safety
- Bringing the college into disrepute

## **Exit Procedures**

Prior to a student being withdrawn from their course for reasons such as non attendance, safeguarding, suitability or student initiated withdrawal the Associate Director must make reasonable steps to ensure that the student is supported in their transition.

The Associate Director should complete the behaviour management app to request one of the following referrals for all withdrawn students;

Referral to the Careers Team

Referral to Local Authority NEET Team

Referral to the Safeguarding Team

All withdrawals will be monitored by the transitions coordinator to ensure that the appropriate support has been put in place.

## 6. Attendance

Attendance concerns will transfer to the behaviour management process once there have been 3 attendance concern conversations, all support has been offered and there is no mitigation for persistent absenteeism. The student will trigger next stage of their behaviour management process up to Stage 4.

## 7. Supported Entry Contracts

There are some prospective students who apply or enrol to the College with personal circumstances which could restrict a successful outcome on their chosen course.

These circumstances may include, among other things:

- Previous exclusion from school.
- Poor school / education history including serious disruptive behaviour.
- Unsuccessful taster / induction and / or extensive concerns about suitability arising at interview.
- Students who have had classroom disruption concerns, within Middlesbrough College, from a previous year.
- High risk students who are vulnerable.

For many such students, their chosen College course may not be the right pathway at this time and such a prospective student may be directed to another course / area or be given further guidance about the best course of action open to them. For other applicants the opportunity to access their chosen course may be available with Supported Entry. This would provide an enhanced level of support, as well as closer monitoring and emphasis on them taking responsibility for their behaviour and learning.

These applicants may be granted 'Supported Entry' and will be asked to agree to and sign a 'Supported Entry Contract' (Appendix 1) prior to enrolling on their course or within the first six weeks of a course starting.

Process:

- Such prospective students should attend an interview with the Associate Director, Personal Tutor and the Safeguarding and Welfare Officer (SWO) for that area, within the first week of the course.
- A meeting with the appropriate Associate Director, Personal Tutor and parent/carer to clarify the rights and responsibilities of Supported Entry prior to enrolment.
- Three or more reviews of progress as follows:
  - It may be necessary for monthly monitoring meetings with the Associate Director and Personal Tutor.
  - A regular meeting can be arranged with the Safeguarding and Welfare Officer.
  - The Associate Director will make a decision when to remove the 'Supported Entry' conditions.

- These reviews will focus on the targets set out in the contract and the extent to which these are being met. These reviews should be documented and recorded on ProMonitor.
- The Attendance Officer will monitor the attendance of each student weekly and provide feedback to the Personal Tutor through ProMonitor as part of their caseload management.
- If required, additional study support hours will be arranged and attended. This will help to develop time management and independent learning skills (or other skills as required).
- The student may be required to arrange a careers appointment, prior to Week 6, to help the learner plan for their future.
- At a 6-week review (6 weeks from the start of the course), the Personal Tutor and the Associate Director, will decide whether the student has successfully fulfilled their part of the Supported Entry contract. If so, they will continue on their College course in the usual way, be able to access additional support should it be required and be subject to the same rights and responsibilities as other students. It may be that close monitoring continues past 6 weeks.
- At any time, or at any of the planned meetings, the student has not successfully fulfilled their part of the Supported Entry contract they may be subject to the Behaviour Management Process, up to and including possible withdrawal from their course.

## Appendix 1. Supported Entry Contract



### Supported Entry Contract

I understand that I have been granted Supported Entry to ..... course and that I will have a programme of additional support to help me to be successful. I **agree** to the Student Contract and I understand that the additional support is a condition of Supported Entry. I agree to:

- **Meet with the Associate Director** (and parent or carer wherever possible) to discuss my rights and responsibilities of Supported Entry before I enrol.
- Attend at least **three reviews** of progress as follows:
  - A meeting with the Personal Tutor (within the first few weeks).
  - A further meeting with the Associate Director and Personal Tutor (within the first three weeks).
  - A final meeting with the Associate Director (before the 6th week of the course).
- To my **attendance and punctuality** being **monitored** on a weekly basis and for information about my attendance being passed to my Tutor and parent / carer.
- To my classroom (Learning Environment) behaviour being monitored on a daily basis and recorded on ProMonitor
- Attend one **Careers appointment** to help me plan for my future **before week 6** of my course.
- Agree to my **parent / carer** being informed of my progress (where appropriate) after each review or monitoring meeting.

**I understand that failure to adhere to this contract may result in the student being subject to the Behaviour Management Process, up to, and including possible withdrawal from College.**

Student's Signature ..... Print Name .....

Signature of Parent/Carer (if under 18) .....

Signed ..... Date .....

**(Associate Director / Personal Tutor)**



## Appendix 2. Example Behaviour Contract Co-Written Contract



### Summary of Incident

### Support currently in place

Due to your recent actions and the result from the Panel Hearing, it has been agreed to allow you to continue your studies under the following conditions:

- 94% attendance, or documented evidence for non-attendance
- Punctual at all sessions or meetings arranged for your training or support.
- No reported incidents of disruption where you are involved.
- All agreed targets met within a reasonable defined time limit.
- You arrange to meet with a Careers Advisor, to look at options available.
- Look at the option of referring yourself to the College Counselling Service.
- Look at the option of attending 'The Cube' for support.
- Meet with your Personal Tutor on a weekly basis for .....weeks.

We will support you by;

- Communicating the behaviour expectations clearly to you
- Supporting you to attend by changing your timetable around your commitments
- Offering supportive restorative sessions to make amends and restore relationships
- Allowing you to work online for whole or part of your course
- Your personal tutor will meet you on a regular basis

**Failure to abide to these conditions could lead to exclusion from Middlesbrough College**

Name of Student ..... Signed .....

Associate Director Signed ..... Date.....

## **Behaviour Contract**

### **Summary of Incident**

### **Support currently in place**

Due to your recent actions and the result from the Panel Hearing, it has been agreed to allow you to continue your studies under the following conditions:

We will support you by;

**Failure to abide to these conditions could lead to exclusion from Middlesbrough College**

Name of Student ..... Signed ..... (Student)

Signed ..... (Associate Director) Date .....

### Appendix 3 - Exclusion Decision Review Form



#### Exclusion Decision Review Form

<b>Student Name</b>	
<b>M Number</b>	
<b>Department &amp; Course</b>	
<b>Previous Behaviour Management Issues</b>	
<b>Reason for Stage 4</b>	
<b>Suspension in Place Prior to Stage 4 Panel Hearing</b>	
<b>Panel Hearing – Date / Chair / Panel Members</b>	
<b>Were all panel members in agreement?</b>	
<b>Rationale for exclusion</b>	
<b>Outcome</b>	<p>Tick the outcome that applies;</p> <ul style="list-style-type: none"><li><input type="radio"/> Recommendation to exclude until the next academic year</li><li><input type="radio"/> Recommendation to exclude permanently</li><li><input type="radio"/> Inclusion panel EHCP</li></ul>

## Behaviour Management Process

