Student Conduct Policy

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Policy at a glance

This policy explains the behaviour, attendance, punctuality and engagement expectations for students at Reaseheath College and University Centre. The College will normally support students to improve, but serious or repeated concerns may enter the conduct process at the most appropriate point. Decisions are made on the balance of probabilities, meaning the College decides what is more likely than not to have happened based on the available evidence. Students will normally have an opportunity to explain their perspective before a decision is made. Appeals are available where studies are terminated or a student is removed from College residential accommodation.

1. Introduction

1.1 Reaseheath College strives to deliver outstanding education and to provide students with the attitudes, skills, knowledge and behaviours to prepare them for a successful future. The College recognises that the individual experiences of students can result in behaviours that act as barriers to engagement in education.

1.2 This policy sets out the behaviour guidelines that Reaseheath College and University Centre expect students to uphold whilst enrolled on an educational programme. It explains how the College supports and guides students in upholding shared values and expectations, and how the College responds constructively when concerns arise in relation to behaviour, rules, regulations, attendance, punctuality, engagement or policies of Reaseheath College and University Centre, which together constitute "the College".

1.3 All students are expected to comply with the College's rules. This includes, but is not limited to, those relating to health and safety, safeguarding and College security, use of ICT facilities, social media use, equality and diversity, attendance, punctuality and engagement. The College will not tolerate unacceptable behaviour, harassment or bullying of any member of the College community. The College is committed to fostering a respectful, inclusive and safe environment where all students can thrive through upholding the College's PRIDE values of People, Responsibility, Integrity, Diversity and Excellence.

1.4 Attendance, punctuality and engagement are part of the College's expectations for professional conduct because they affect learning, progress, safety, funding compliance, placement readiness, apprenticeship progress and professional standards. Attendance concerns should normally be addressed supportively in the first instance. Where concerns are persistent, unexplained, linked to wider behaviour or support concerns, or create serious risk to progress, safety, placement, apprenticeship, funding or professional standards, they may be managed through the conduct process set out in this policy.

1.5 This policy intentionally incorporates the core Student Conduct Procedure so that students, parents/carers, staff and other relevant parties can understand the process, decision-making responsibilities, potential outcomes, key timescales and appeal rights. Including the core procedure within this policy supports transparency, consistency and procedural fairness. More detailed operational guidance, including meeting templates, ProMonitor recording prompts, evidence checklists and letter templates, is provided in the separate Student Conduct Policy: Staff Operational Companion. That guidance supports implementation of this policy but does not replace or override it.

1.6 It is expected that individuals within the College community can be part of that community and undertake their learning or employment without fear of disruption, actual or threatened violence, child-on-child abuse, harassment, bullying, cyberbullying, illegal substance misuse, misuse of alcohol, smoking or vaping outside designated areas, criminal behaviour, deliberate damage to property, or any conduct that undermines safety, inclusion or learning.

2. Scope of this policy

2.1 This policy applies to all students who are enrolled on an educational programme at Reaseheath College and University Centre, including full-time students, part-time students, apprentices, students on work placement and residential students.

2.2 This policy applies to all environments where students may be learning or representing the College, including educational visits, study tours, work experience, placements, transport, residential provision, College events, breaks and lunch periods, and any other event where a student is representing the College.

2.3 This policy and its procedures also apply where online behaviour or conduct outside College has a detrimental impact on students, staff, the learning environment, safeguarding, public confidence, the safety of the College community or the reputation of the College.

2.4 For the scope of this policy, the term “parents/carers” applies to those individuals who have parental responsibility or who provide significant care and support for the young person. The College will normally contact the next of kin identified on College systems in the first instance, subject to safeguarding, consent and data protection considerations.

2.5 There may be some instances where students with additional learning needs, learning difficulties, disabilities, health needs, safeguarding concerns or other vulnerabilities require consideration on a case-by-case basis. Reasonable adjustments will be considered where appropriate, while balancing the safety, learning and wellbeing of others.

2.6 The College reserves the right to contact parents/carers of young people to whom the following categories apply:

- Young people age 14-16.
- Young people age 16-19 on a full-time FE programme of study, including second or third year students where they were under 18 when they started their programme of study and are at risk of not achieving.
- Young people with an EHCP or high needs diagnosis up to the age of 24.
- Young people in the care system or recent care leavers.
- In the case of apprentices, employers may be contacted by the College from Level 1 of the process onwards, and earlier where safeguarding, safety, placement, employment, funding, professional standards or operational considerations require it.
- For University Centre Reaseheath students and FE students over the age of 18 at the start of their programme of study, parents/carers can be contacted if the student has consented that the College may participate in discussions with them, or where safeguarding or duty of care considerations apply.

3. Positive Approach to Behaviour Management

3.1 The College takes a holistic approach which supports students in their personal, social and academic development, ensuring that students are supported to remain at College and achieve the best possible outcomes. Where a student’s behaviour, attendance, punctuality or engagement does not align with College expectations, this may lead to the steps outlined in this Student Conduct Policy being implemented.

3.2 Effective informal intervention should be used to challenge less serious behaviour concerns. When students are consistently and constructively challenged in the right way, and positive behaviour is role-modelled, the need to use later formal levels of this process should be minimised.

3.3 All College staff, academic and support, have a responsibility to model positive behaviour through their own conduct and to challenge inappropriate behaviour in a timely way. Staff are expected to consistently promote positive engagement across the College environment.

3.4 Positive engagement strategies include, but are not limited to:

- speaking positively with the student to remind them of conduct expectations, PRIDE values, Fundamental British Values and Career Ready Behaviours;
- signposting to appropriate support services at College or externally;
- moving the student within a group to link with positive role models;
- asking the student to repeat work to a better standard;
- using a reflection sheet;
- supporting positive experiences such as volunteering and enrichment activities;
- positive reinforcement of improvements;
- using the College's positive reward and recognition arrangements, including nominating students for recognition where they demonstrate positive behaviour linked to the PRIDE values;
- early discussion about attendance, punctuality or engagement concerns where relevant.

3.5 Staff should use positive engagement approaches at all times to reinforce expectations, support students to make better choices and address low-level concerns early. Positive engagement should be part of everyday practice and should not be treated as a fixed number of steps that must be completed before a concern can be escalated.

3.6 Staff may take immediate proportionate action to manage disruption or risk, including moving a student within a session, asking a student to leave a session or activity temporarily, or arranging for a student to go home for a short cooling-off period where this is necessary and proportionate. This is not the same as suspension and is not a formal conduct outcome. However, the incident and rationale should be recorded where appropriate, and the matter may lead to Cause for Concern or formal conduct action if further review or escalation is required.

3.7 A Cause for Concern is an informal but structured recorded step within the wider Student Conduct Procedure. It should be used where behaviour, attendance, punctuality or engagement is more problematic than a simple reminder or everyday positive engagement response, but is not yet serious enough to require a Level 1 Conduct Meeting. It gives the student a clear recorded opportunity to understand the concern, reflect on the impact, receive support and agree specific improvement actions before the matter becomes formal.

3.8 A Cause for Concern may be used without needing to evidence a set number of previous positive engagement steps. Staff should record the concern clearly, explain why a Cause for Concern is appropriate, identify any support required and set out the improvement expected. Cause for Concern records should be reviewed through student risk or support review arrangements where relevant, particularly where concerns are repeated, escalating or linked to SEND, attendance, wellbeing, residential provision or wider vulnerability. Where appropriate, parents/carers and relevant key professionals may be informed as an early warning so that support can be coordinated before the matter escalates to a formal conduct point. A College-wide commitment to positive engagement and improving behaviour should lead to greater student engagement, improved retention, improved staff wellbeing and reduced incidents of negative behaviour, while reinforcing high standards and expectations.

Restorative practice prompt

Restorative practice supports students to reflect on what happened, understand the impact of their actions, repair harm where appropriate and re-engage positively with the College community. Staff may use restorative questions during positive engagement, Cause for Concern meetings or conduct review discussions where it is safe and appropriate to do so.

Reflect	Understand impact	Repair harm	Re-engage

What happened?	Who has been affected and how?	What needs to happen to put things right?	What will you do differently next time?

3.9 In cases where serious or repeated concerns arise, or where a student refuses to engage with the intervention processes offered, the College will escalate the matter through the Student Conduct Procedure. This may include suspension as a neutral safeguarding or risk-management measure, or, in the most serious cases, consideration of termination of studies in accordance with this policy.

4. Professional Behaviour Guidelines for Students

4.1 Professional behaviour is an important part of College life because it helps students to develop the skills, habits and attitudes they will need in employment, apprenticeships, higher education and adult life. These expectations support students to become Career Ready.

4.2 By enrolling at Reaseheath College and University Centre, students agree to display and uphold the College's professional behaviour expectations, PRIDE values and Career Ready Behaviours.

4.3 The professional behaviour guidelines for students encompass the **Career Ready Behaviours** and are detailed below (also included in the student handbook, and code of conduct).

In taught sessions, students are expected to:

- be present for all timetabled sessions and engage positively;
- take responsibility for their own learning and strive for high standards;
- complete work within the specified timeframe;
- follow the five (5) **Career Ready Behaviours**:
    1. Arrive on time, remove hats, coats and hoods during taught sessions.
    2. Do not eat in taught sessions; contained drinks with lids may be used where appropriate.
    3. Come prepared to learn with relevant stationery, PPE where required and a lanyard.
    4. Keep mobile phones in bags or pockets unless advised to use them for learning.
    5. Be respectful by speaking thoughtfully, listening to others and acknowledging other people's views.

Across campus, students are expected to:

- treat everyone with respect, including students, staff, visitors, animals and members of the wider College community;
- dress appropriately and professionally for their curriculum area and learning environment;
- follow health and safety requirements, including wearing the correct Personal Protective Equipment and following safe procedures when using resources or equipment;
- maintain, uphold and promote the College's PRIDE values;
- take responsibility for their learning journey, including attendance, punctuality, engagement, assessments and agreed actions;
- follow College policies and procedures to help maintain a positive, inclusive community;
- make choices that help keep the environment safe by avoiding:
    - smoking or vaping outside designated areas,
    - any form of harassment, bullying, violence, online harm
    - misuse of drugs or alcohol
    - discrimination of any kind
    - breaches of residential rules
    - criminal behaviour, or damage to College or personal property of others

4.4 Attendance, punctuality and engagement are part of the College's professional behaviour expectations. Day-to-day attendance and absence matters should normally be managed through the College's attendance and absence reporting process, including the student's responsibility to report absence through the appropriate College system and the relevant staff role in recording, reviewing and responding to attendance concerns. The Student Conduct Policy should not normally be used as the first response to routine absence or punctuality issues. It may apply where attendance, punctuality or engagement concerns persist, escalate, remain unexplained, are linked to wider behaviour or support concerns, or create risk to progress, safety, funding compliance, placement, apprenticeship requirements or professional standards.

4.5 Staff should consider whether attendance, punctuality or engagement concerns are linked to health, wellbeing, SEND, transport, caring responsibilities, safeguarding, financial hardship, residential issues, placement requirements or apprenticeship expectations. Appropriate support should be offered and recorded where relevant.

5. Student Conduct Procedure

5.1 When behaviour, attendance, punctuality or engagement does not meet the College's expectations, this will be addressed through a structured and supportive process designed to promote learning, accountability and positive change. The College will take a supportive approach to help students reflect, learn and re-engage positively, while also maintaining high standards and protecting the safety and wellbeing of the College community.

5.2 When implementing the conduct process, staff should consider any factors that may influence the student's behaviour, attendance, punctuality or engagement. These factors should be considered alongside the seriousness, frequency, impact and risk of the concern.

- circumstances at home or outside of College;
- peer-related issues, such as bullying or harassment in person or online;
- issues in the workplace, including workload, culture, conduct or relationships;
- the student's age and level of maturity;
- support needs, including SEND, EHCP, high needs, autism, ADHD, epilepsy, mental health or other medical needs, whether formally diagnosed or not;
- adverse childhood experiences, care experience or other circumstances that may require additional support;
- the seriousness of the incident in relation to the safety of the student, others and the College community.

5.3 The following considerations should be observed when holding conduct meetings:

- where young people have an EHCP, high needs status, looked-after status or other vulnerability, additional support may be required during meetings;
- where parents/carers require information in an alternative format or language, reasonable steps should be taken to support understanding;
- staff members who are related to, or have a close personal connection with, a student must not conduct or make decisions in conduct meetings involving that student;
- students should normally be given the opportunity to share their perspective before decisions are made;
- support, reasonable adjustments and safeguarding considerations should be recorded where relevant.

5.4 The Student Conduct Procedure will be implemented in accordance with principles of fairness, consistency, proportionality and natural justice. Students will normally be told what concern or allegation is

being considered, given a fair opportunity to respond, and informed of the decision, reasons, actions and any right of appeal where applicable.

Principles of decision-making

When making conduct decisions, the College will consider the following factors to support fairness, consistency and proportionality:

- the seriousness, nature and context of the incident or concern;
- the student's intent, level of insight and willingness to engage with support or restorative action;
- the actual or potential impact on students, staff, visitors, learning, residential provision, placements, apprenticeships, transport, animals, resources or the wider College community;
- whether the behaviour is isolated, repeated, escalating, deliberate, reckless or part of a wider pattern of concern;
- any immediate or ongoing safeguarding, wellbeing, health and safety, security or reputational risk;
- previous conduct history, support offered, improvement made and whether agreed actions have been completed;
- the student's age, maturity, SEND, EHCP, high needs, care experience, health needs, mental health, wellbeing, safeguarding or other vulnerability considerations;
- any mitigation or contextual information provided by the student and any relevant evidence available;
- whether reasonable support, reasonable adjustments or restorative approaches have been considered where appropriate;
- whether the proposed outcome is proportionate and whether a lesser outcome would be sufficient to manage risk, support improvement and protect the College community.

5.5 Students may seek support from an appropriate College staff member or support service during the conduct process. Where appropriate, this may include support from a Progress Coach, Student Services, Learning Support, Safeguarding, Wellbeing, apprenticeship staff or University Centre support staff. The Student Conduct Procedure is summarised below. Serious incidents of misconduct may bypass informal steps and enter the process at Level 1, Level 2 or Level 3, depending on the seriousness, risk, impact and evidence available.

Decision-making standard
The College makes conduct decisions on the balance of probabilities. This means the College will decide whether, based on the evidence available, it is more likely than not that the behaviour, incident or concern occurred. The College is not required to prove matters to the criminal standard of "beyond reasonable doubt", and does not need to wait for, or rely on, the outcome of any police or criminal process before reaching a decision under this policy where it is appropriate and safe to proceed.

Important: entry point into the conduct process

The Student Conduct Procedure does not always have to start at Positive Engagement, Cause for Concern or Level 1. Where a concern is serious, repeated, high risk, linked to safeguarding or health and safety, or may have a significant impact on others, the learning environment, residential provision, transport, placement, apprenticeship requirements or the reputation of the College, the matter may enter the process at the most appropriate point.

This may be Cause for Concern, Level 1, Level 2 or Level 3, depending on the seriousness, risk, impact and evidence available. The reason for the chosen entry point should be recorded clearly.

Step / level	Purpose	Normally carried out by	Possible outcomes
Positive Engagement	Everyday informal intervention to reinforce expectations, connect before correcting and support positive choices.	Any member of staff.	Reminder of expectations, signposting, restorative conversation, positive reinforcement or agreed improvement action. Good practice is to record positive behaviour as a comment on ProMonitor. This would be visible to the student and their parents/carers.
Cause for Concern	Informal but structured recorded step for more problematic behaviour, attendance, punctuality or engagement that is not yet serious enough for a Level 1 Conduct Meeting.	Normally led by the Progress Coach, Skills Coach, HE Student Support Officer or Residential Support Officer. Any member of staff may identify and record the concern and request escalation to Cause for Concern where appropriate.	Behaviour Improvement Plan, Attendance Improvement Plan, restorative action, support referral, review meeting or clear escalation warning. Cause for Concern records should not be used as a substitute for appropriate review, additional support or escalation. Where Cause for Concern records are repeated, relate to a pattern of similar concerns, show limited improvement, or indicate increasing risk, staff should consider whether continued informal intervention remains appropriate and record the reason for continuing at Cause for Concern, increasing support or escalating to a formal level.
Level 1 Conduct Meeting	First formal conduct point, normally used where the concern has continued after Cause for Concern or where a significant isolated concern requires formal action.	Course Manager, Programme Leader, Apprenticeship Delivery Manager, Student Services Support Officer, Campus Supervisor, Transport Co-ordinator or Deputy Head of Student Services.	No case to answer, formal verbal warning, written warning, loss of privileges, early curfew or restorative action.
Level 2 Conduct Meeting	Formal escalation point for continued concerns,	Programme Leader, Curriculum Area Manager, Assistant Dean, Head of Department, Head of	No case to answer, written warning, final written warning, exclusion from College transport, removal from College

	a repeated breach or a more serious incident.	Apprenticeships, Deputy Head of Student Services or Head of Student Services.	residential accommodation or other proportionate conditions.
Level 3 Conduct Meeting	Senior formal point for serious, repeated or gross misconduct, or where continuation on programme, placement, apprenticeship, accommodation or transport may no longer be viable.	Assistant Principal or Dean of HE.	No case to answer, final written warning, exclusion from College transport, removal from College residential accommodation, or termination of studies.
Appeal	Review point available only where termination of studies or removal from College residential accommodation has been issued.	Vice Principal or nominated senior leader.	Appeal not upheld, appeal upheld, outcome varied or matter returned for further consideration.

NB: *Restorative action may include a reflective task, apology, supported conversation, repair of harm, community contribution or other proportionate action designed to help the student understand impact and rebuild trust.*

Support activity may be agreed at any part of the process and should be proportionate to the concern and the student's circumstances. This may include contact with a Progress Coach, referral to Wellbeing, Learning Support, Student Services, Safeguarding, residential support, or other relevant internal or external support.

5.6 Examples of misconduct and gross misconduct

Examples of misconduct and gross misconduct are set out below. These examples are not exhaustive. The College will decide whether behaviour amounts to misconduct or gross misconduct based on the facts, seriousness, frequency, impact, risk and context of the case.

Misconduct

- not wearing or producing an ID badge when required;
- smoking or vaping in unauthorised areas;
- repeated inappropriate or foul language;
- repeated failure to bring PPE, equipment or stationery;
- failure to submit work where this is linked to engagement or conduct;
- minor breaches of transport, parking, residential or campus expectations;
- behaviour that disrupts learning, staff, students or the wider College community;
- inconsiderate or inappropriate driving on campus;
- misuse of College email, Teams, intranet or digital systems;
- repeated failure to meet attendance, punctuality, engagement or Career Ready Behaviour expectations.

A one-off low-level incident should normally be addressed through positive engagement or, where a recorded informal response is needed, through Cause for Concern rather than formal conduct action, unless the seriousness, risk, impact or context requires escalation. The student should be reminded of the expected professional behaviours and the possible consequences of further breaches.

Gross misconduct

- possession, use, supply or being under the influence of alcohol, drugs or associated paraphernalia on College premises or during College activity;
- violent, threatening, aggressive or intimidating behaviour;
- actual assault of another student, member of staff, visitor or member of the College community;
- possession of an offensive weapon, imitation weapon or dangerous item;
- harassment, bullying, child-on-child abuse, sexual harassment, sexual violence or discriminatory behaviour;
- serious insubordination or refusal to follow reasonable instructions where this creates risk or serious disruption;
- serious misuse of ICT systems, online platforms or cybersecurity breaches;
- viewing, creating, possessing or sharing illegal, offensive, harmful or discriminatory material;
- serious health and safety breaches, including unsafe conduct in practical, land-based, animal, residential, transport or placement settings;
- criminal activity including theft, fraud, vandalism or deliberate damage;
- serious academic misconduct, including cheating in examinations, plagiarism, inappropriate use of artificial intelligence, falsification of evidence or deliberate deception, where the circumstances justify consideration under this policy;
- behaviour that brings the College into serious disrepute.

Note: The examples of misconduct and gross misconduct are not exhaustive. The College reserves the right to determine whether behaviour amounts to misconduct or gross misconduct based on the facts, seriousness, frequency, impact, risk and context of the case. Behaviour listed as misconduct may be treated as gross misconduct where the circumstances, repetition, intent, impact, safeguarding concern, health and safety risk or wider effect on the College community justify escalation to Level 3.

Use of reasonable force and physical intervention: The College expects behaviour concerns to be managed through positive engagement, de-escalation, safeguarding procedures and the Student Conduct Procedure. In rare circumstances where immediate action is required to prevent serious harm, staff should follow the College's separate *Guidelines for Staff: Physical Intervention*, which set out the College's approach to reasonable force, physical intervention, recording and follow-up. Any conduct issues arising from such incidents will be considered under this policy where appropriate.

5.7 While efforts will be made to conclude conduct meetings on the same day, the College may adjourn a meeting if additional investigation is required. Where this happens, the investigation should normally be completed within ten working days of the conduct meeting, and the outcome communicated to the student in writing.

5.8 Where a concern relates primarily to academic misconduct, including plagiarism, inappropriate use of artificial intelligence, cheating, assessment malpractice, falsification of evidence or examination misconduct, the Academic Misconduct Guidelines will normally be used. The College may use the Student Conduct Policy, either alongside or instead of the Academic Misconduct Guidelines, where the behaviour

creates wider conduct, safeguarding, professional standards, placement, apprenticeship, health and safety, reputational or community concerns.

5.9 Where a conduct concern presents a significant or complex risk to the safety, wellbeing or orderly operation of the College community, the College may seek specialist advice, convene appropriate professionals, complete a risk assessment or agree a risk management plan before determining the most appropriate conduct response. This may include concerns linked to police involvement, serious violence, harmful sexual behaviour, safeguarding, SEND, EHCPs, care plans, fitness to study or other significant vulnerability or risk factors. Decisions should be made by an appropriate senior leader, informed by relevant specialist advice, and should balance the student's circumstances with the safety and wellbeing of students, staff and the wider College community.

5.10 Where conduct concerns affect College residential accommodation, the College may apply proportionate interim measures such as residential restrictions, temporary relocation, temporary exclusion from accommodation or increased supervision. These measures are not final conduct outcomes and should be reviewed as the conduct process progresses. Where such measures or removal from College residential accommodation create additional accommodation, travel or associated costs, those costs will normally be the responsibility of the student and/or their parents/carers, subject to the student's age, circumstances and any applicable contractual, safeguarding, welfare, equality or legal considerations. The College will consider any immediate safeguarding or welfare risks before requiring a student to leave or make alternative arrangements. Removal from College residential accommodation may be considered at Level 2 or Level 3 where the concern is sufficiently serious, repeated or high risk, or where continued residence is no longer considered safe, appropriate or proportionate. Residential removal should be authorised by the relevant conduct meeting chair in consultation with the Head of Student Services, Residential Services and/or a nominated senior leader, as appropriate to the circumstances. Students have a right of appeal where removal from College residential accommodation is issued as a final outcome.

A member of the Executive Team or nominated senior leader may suspend a student's right to attend College during an investigation into alleged gross misconduct, as a neutral safeguarding or risk-management measure following an incident of unacceptable behaviour, or where immediate action is necessary to protect the safety, wellbeing or orderly operation of the College community. Suspension is not a sanction and does not determine the outcome of the conduct process.

The College may also apply interim residential measures, including temporary exclusion from College residential accommodation, temporary relocation, increased supervision or other proportionate residential restrictions, without suspending the student from attending College, where this is necessary to manage safeguarding, welfare, residential, health and safety or community risk.

A member of the College Management Team or nominated staff member will advise the student of the suspension and the reason for the action being taken. Immediate contact should be made with the student's parents/carers, and employer where appropriate, to explain the temporary suspension, the reason for the action being taken and the next steps.

Written confirmation of the suspension should follow by letter or email, including the reason for suspension, any conditions that apply, arrangements for investigation or a conduct meeting, how the student may access support, and any arrangements for continuing curriculum work where appropriate.

Where the student is on site, arrangements should be made for the student to leave the premises safely and with appropriate supervision until they are able to leave. Curriculum staff should be informed and should provide work where appropriate to minimise disruption to learning during the suspension period.

5.12 A suspension may also be applied if the College becomes aware of behaviour that opposes the College's values, creates a safeguarding or safety concern, or brings the College into disrepute. Where the

College becomes aware of criminal activity, whether inside or outside the College, the matter may be reported to the police where appropriate.

Where a matter has been referred to the police, the College may pause internal conduct proceedings pending the outcome of the criminal investigation, particularly where the police advise that internal action could prejudice their investigation or where the seriousness, safeguarding, safety or evidential issues mean that the police process should take precedence. The College may also continue with internal conduct proceedings where it is appropriate and safe to do so, and where this does not compromise any police investigation.

5.13 Where a conduct concern involves suspected possession of prohibited items, weapons, alcohol, drugs, stolen property, harmful material, or evidence held on a device, staff must follow the College's approved search and confiscation arrangements. Searches must only be undertaken by authorised staff, where there are reasonable grounds and in accordance with relevant legal, safeguarding, equality and recording requirements. Further guidance is set out in the Student Substance Misuse Policy, the Offensive Weapons, Bladed Articles and Sharp Objects Policy, the Online Safety Policy and approved residential room or student search protocols.

5.14 The College is not bound by the outcome of any criminal proceedings and may make its own decision under this policy based on the evidence available, safeguarding considerations and the balance of probabilities.

6. Roles and Responsibilities

6.1 All students should:

- comply with the Professional Behaviour Guidelines for Students and the College's PRIDE values;
- follow Career Ready Behaviour expectations in taught sessions, practical settings, residential provision, transport, placement and wider College life;
- attend and engage positively with timetabled learning, intervention, support and conduct meetings;
- report inappropriate behaviour, bullying, harassment, safeguarding concerns or unsafe conduct to a member of staff or through the College's reporting routes (See it, Say it);
- engage constructively with support, restorative actions, improvement plans and conduct processes where these apply;
- be aware that failure to follow professional behaviour expectations may lead to the Student Conduct Procedure being used.

6.2 All staff should:

- be aware of the Student Conduct Policy, the procedure and the professional behaviour expectations for students;
- model professional behaviour through their own conduct;
- communicate and reinforce PRIDE values, Career Ready Behaviours and professional expectations throughout the year;
- actively promote positive behaviour and encourage students to make the right choices in and out of taught sessions;
- use positive engagement approaches at all times to reinforce expectations and address low-level concerns early;
- identify, challenge and record behaviour, attendance, punctuality and engagement concerns in a timely, factual and professional manner where a formal record is required or proportionate;
- raise or request escalation to Cause for Concern or a formal conduct level where appropriate;

- report formal conduct matters from Level 1 to Level 3 through the College incident reporting form and follow the associated guidance, templates and recording expectations. Safeguarding concerns must continue to be reported and managed in accordance with the College's safeguarding policies and procedures.

6.3 Curriculum delivery staff, Skills Coaches and Progress Coaches should, in addition to the responsibilities for all staff:

- ensure students are introduced to the Professional Behaviour Guidelines, PRIDE values and Career Ready Behaviours during induction and at the start of learning;
- support students to understand expectations, possible consequences and available support;
- use positive engagement approaches and signpost students to relevant services such as Learning Support, Student Services, Wellbeing, Safeguarding or external support where appropriate;
- support or lead student conduct interventions/meetings where this falls within their role;
- monitor Behaviour Improvement Plans, Attendance Improvement Plans or agreed actions where appropriate;
- liaise with curriculum, Student Services, residential, apprenticeship, placement or support colleagues where concerns cross different areas of the student experience;
- communicate relevant information to parents/carers, employers or key agencies where appropriate.

6.4 The Attendance and Behaviour Officer is responsible for triaging and coordinating formal conduct matters reported through the College incident reporting form, including concerns that may require action from Level 1 to Level 3 of the Student Conduct Procedure. The role supports the initial assessment of concerns, identifies patterns or repeated issues, advises on appropriate next steps, coordinates communication with relevant curriculum and support teams, and helps ensure that actions, support and escalation decisions are recorded clearly. Where a concern also includes safeguarding, welfare, SEND, residential or wider vulnerability factors, the Attendance and Behaviour Officer should liaise with the relevant specialist team so that the conduct response is coordinated with any wider support or safeguarding arrangements.

6.5 Safeguarding concerns are managed in accordance with the College's Child Protection and Safeguarding Policy, Safeguarding Adults Policy and associated reporting arrangements. Where a concern includes both safeguarding and conduct elements, the Safeguarding Team will advise on safeguarding considerations and liaise with the Attendance and Behaviour Officer or relevant staff to agree any conduct-related response.

6.6 Curriculum Managers, Heads of Department, Assistant Principals and other relevant managers should, in addition to the responsibilities for all staff:

- be aware of and comply with the implementation of the Student Conduct Policy, including associated documents, templates and ProMonitor recording processes;
- promote positive behaviour and high expectations across curriculum and support areas;
- ensure the policy is implemented in a firm, fair, consistent, proportionate and evidence-based manner, with high challenge and high support;
- support staff in determining the appropriate entry point into the procedure, including whether a matter should enter at Cause for Concern, Level 1, Level 2 or Level 3;
- ensure safeguarding, SEND, EHCP, high needs, care experience, residential, apprenticeship, placement and wellbeing factors are considered where relevant;
- chair or arrange conduct meetings in line with the level of concern and the responsibilities set out in this policy;

- ensure outcome decisions, actions and support arrangements are clear, recorded and communicated within expected timescales;
- seek advice from Student Services, Safeguarding, Learning Support, Human Resources, the Executive Team or other relevant specialists where required.

7. Guidelines for recording incidents and holding conduct meetings

7.1 Formal conduct matters from Level 1 to Level 3 should be reported promptly and factually through the College incident reporting form, unless safeguarding procedures require immediate reporting through the College's safeguarding routes first.

- Reports will normally be routed to the Attendance and Behaviour Officer for triage and coordination of the initial response.
- A brief note of the referral should be added to ProMonitor where this is required for case management.
- Cause for Concern records must be logged on ProMonitor with the relevant details and reviewed through student risk or support review arrangements where appropriate, particularly where concerns are repeated, escalating or linked to SEND, attendance, wellbeing, residential provision or wider vulnerability.
- Safeguarding concerns should be reported and managed in accordance with the College's safeguarding policies and procedures.
- Following triage, relevant conduct records, meetings, outcomes, improvement plans, review actions and follow-up arrangements should be recorded on ProMonitor where this is required for conduct case management.
- Records should be concise, professional and accurate, stating facts without opinion or personal judgement.

7.2 Where a concern includes a safeguarding element, safeguarding procedures take priority. Safeguarding concerns should be reported and managed in accordance with the College's Child Protection and Safeguarding Policy, Safeguarding Adults Policy and associated reporting arrangements. Where a concern includes both safeguarding and conduct elements, the Safeguarding Team will advise on any safeguarding considerations and liaise with the Attendance and Behaviour Officer or relevant staff to agree any conduct-related response.

7.3 Cause for Concern meetings, formal conduct meetings, outcomes, improvement plans, review meetings and follow-up actions should be recorded using the relevant ProMonitor comment or meeting template. Cause for Concerns and all formal conduct meetings should be recorded as 'meetings' on ProMonitor using the correct template. Positive engagement is an everyday approach and does not need to be formally recorded in every instance, although staff may record key information where this is helpful, proportionate or necessary to evidence patterns of concern.

7.4 Notes of Cause for Concern and formal conduct meetings should normally be completed within forty-eight hours of the meeting taking place, where they are not recorded at the time. Notes should include the reason for the meeting, the evidence considered, the student's perspective, any relevant support or mitigation, the decision reached, actions agreed, support offered, review arrangements and consequences of further concerns.

7.5 For formal conduct meetings, relevant evidence should normally be uploaded, collated and shared with the student, and parents/carers or employer where appropriate, in advance of the meeting. This may include incident reports, witness statements, ProMonitor records, attendance records, screenshots, CCTV

summaries, communication logs or other relevant evidence, subject to safeguarding, confidentiality and data protection considerations.

7.6 Where a formal conduct meeting is required, the student and, where appropriate, parents/carers or employer should be informed as soon as reasonably practicable and should receive a formal written invitation outlining the reason for the conduct meeting and the date, time and location or online arrangements. The College will aim to hold conduct meetings as quickly as possible and normally no longer than ten working days of the incident being reported or identified, while ensuring that relevant information is available and all parties have had sufficient time to prepare. A meeting may be held sooner where all relevant parties agree that this is appropriate. The invitation should set out the level of meeting, the concern or allegation to be considered, any evidence to be reviewed, the right to be accompanied, and what may happen if the student does not attend. Where further investigation is needed, or where safeguarding, police, absence, residential, placement or other operational factors affect timescales, the College may vary this timeframe, provided the student is kept informed where appropriate.

7.7 The member of staff conducting a meeting may exclude from proceedings any person, including the student's representative, who behaves unreasonably or who disregards the reasonable instructions of the meeting chair.

7.8 Where a student does not attend a Cause for Concern or conduct meeting, the meeting may proceed in their absence if reasonable notice has been provided and no adequate explanation has been received. The chair should record the reason for proceeding in absence and ensure the student is informed of the outcome in writing. Failure to attend a conduct meeting without adequate explanation may be considered as part of the student's overall engagement with the conduct process.

7.9 Following a Cause for Concern or conduct meeting, relevant documentation confirming the outcome, actions, support, review expectations, any terms or conditions, and consequences of further concerns should normally be sent to the student and, where applicable, parents/carers or employer within five working days.

7.10 Where a student's studies are terminated, where a student is removed from College residential accommodation, or where a student is excluded from College transport, the outcome should be recorded clearly on ProMonitor, and an appropriate flag or status should be added to ProSolution in line with College record-keeping arrangements. The record should confirm the decision, date, decision-maker, reason for the outcome, any applicable appeal rights, and any restrictions, conditions or future re-admission considerations that apply.

7.11 Intervention or review meetings should be used where actions or improvement plans have been agreed. These meetings should consider whether there has been improvement, what the student has learned from the incident or concern, whether agreed actions have been completed, whether further support is needed and whether escalation is required.

7.12 Warning periods and conduct review timescales

Warning periods, review dates and monitoring arrangements will normally be determined by the meeting chair according to the seriousness, risk, impact, frequency and context of the concern. Outcome letters and ProMonitor records should state the warning or monitoring period where relevant, the review date, the member of staff responsible for monitoring progress, the support available and the consequence if further concerns arise or agreed actions are not completed.

A conduct concern may be closed where the review confirms that agreed actions have been completed, improvement has been sustained and no further proportionate action is required. Closure should be recorded clearly on ProMonitor.

7.13 Information relating to conduct matters should be shared only with those who need to know for safeguarding, support, learning, operational, employer, residential, placement or legal reasons. Staff should ensure that records and communications are handled in line with confidentiality, data protection and safeguarding requirements.

8. Appeals Procedure

8.1 A student has a right of appeal against termination of studies or removal from College residential accommodation. For the purposes of this policy, termination of studies means that the student is excluded from the College and their programme of study is ended along with their access to residential accommodation where applicable. Removal from College residential accommodation means that the student is required to leave College-managed accommodation but may continue their programme of study, unless a separate academic or conduct decision states otherwise. An appeal may be submitted where there is substantive evidence that:

- the termination of studies or residential removal decision was inappropriate;
- the termination of studies or residential removal decision was excessive;
- there was a material procedural irregularity in how the matter was handled;
- relevant new evidence has become available that could not reasonably have been provided at the time of the original meeting.

8.2 The appeal must be lodged in writing before 5:00pm on the fifth working day from the date the termination of studies or residential removal decision was issued. Appeals may be submitted by email to the Executive Assistant at appeals@reaseheath.ac.uk, or by post marked for the attention of the Executive Assistant to the Principal and Vice Principal. The appeal must clearly set out the grounds and particulars of the appeal, together with any supporting evidence.

8.3 If a notice of appeal is lodged within the specified timeframe, a Vice Principal or nominated senior leader will review the case and decide whether there are sufficient grounds for an appeal hearing to proceed. The student will normally be notified of the outcome of this review within ten working days of receipt of the appeal. If the appeal is not accepted for hearing, the termination of studies or residential removal decision will stand, and no further appeal is available under this policy.

8.4 Where an appeal hearing is deemed necessary, the student will normally be given at least five working days' notice of the time and place of the appeal meeting. The student may be accompanied by a parent/carer or other appropriate supporter, but not by a legal or other professional adviser unless the College agrees this in advance.

8.5 The appeal process is not normally a re-hearing of the original conduct meeting. The appeal will consider the grounds submitted, whether the original decision was reasonable in light of the evidence available, whether the procedure was followed, whether the outcome was proportionate, and whether any new evidence materially affects the decision.

8.6 Following the appeal review or appeal hearing, the College may uphold the original decision, vary the outcome, overturn the decision, or refer the matter back for further consideration. The appeal outcome will normally be confirmed in writing within ten working days of the appeal hearing or review decision.

8.7 Where a student appeals against removal from College residential accommodation, the removal will normally remain in effect while the appeal is considered. This is because residential removal may be necessary to manage safety, safeguarding, welfare, disruption or risk within the residential community. The College may agree temporary alternative arrangements or allow continued residence during the appeal only where a nominated senior leader determines that this is safe, appropriate and proportionate.

8.8 Where a student's studies have been terminated under this policy, any future application for re-admission to the College will be considered through the College's admissions and re-admission arrangements. Re-admission will not be automatic and may take account of the reason for the original decision, the time elapsed, evidence of reflection or changed circumstances, any support or risk considerations, and whether appropriate conditions can be put in place to support a safe and successful return. Detailed procedures for re-admission following exclusion are set out in the relevant Admissions Policy or admissions guidance.

9. Time periods

9.1 Apart from the time allowed for lodging an appeal, time periods stated in this policy are for guidance and may be varied by the College where it is not practicable to adhere to them. Notice of any variation will be provided where appropriate.

9.2 The College will seek to progress conduct matters without unnecessary delay, while ensuring that relevant information is available, safeguarding and support considerations are addressed, and students and parents/carers or employers, where appropriate, have sufficient time to prepare.

10. Sponsored students

10.1 If a student who is sponsored by an employer is given a formal written warning, suspended, removed from College residential accommodation, or has their studies terminated, the employer will be informed where appropriate.

10.2 In the case of apprentices, the employer may be contacted from Level 1 of the process onwards, and earlier where safeguarding, safety, placement, employment, funding, professional standards or operational considerations require it.

11. Variations and amendments to this policy

11.1 In some cases, it may be desirable or necessary for variations to be made to procedural aspects of this policy. The College may make such variations as it sees fit, subject to informing the student concerned where appropriate and subject always to considerations of fairness.

11.2 Without limitation, such variations may include conduct or appeal meetings being undertaken by different members of staff where the person who would otherwise conduct the meeting has had close personal involvement in the matter, is unavailable, has a conflict of interest, or where an alternative arrangement is necessary to ensure fairness, timeliness, safeguarding or operational continuity.

11.3 The College may also vary timescales, meeting format, attendees, evidence-sharing arrangements or communication methods where this is reasonable and proportionate, including because of safeguarding, police involvement, absence, illness, accessibility, residential, placement, apprenticeship or operational factors.

11.4 This policy may be amended by decision of an Executive member of the College from time to time. Amendments will be approved, recorded and communicated in accordance with the College's policy management arrangements.

12. Complaints Procedure

12.1 Students may access the College's complaints procedure if they consider that the College has failed to follow its own process in implementing this policy and that this amounts to a procedural irregularity. The

complaints procedure is not normally a route to challenge the outcome of a conduct decision where an appeal route is available under Section 8.

12.2 The College complaints procedure can be accessed on the College website at www.reaseheath.ac.uk. University Centre students can access the University Centre complaints procedure on the University Centre website at www.ucreaseheath.ac.uk.

12.3 University Centre Reaseheath is a member organisation of the Office of the Independent Adjudicator for Higher Education (OIA). If a student remains dissatisfied after completing all stages of the University Centre complaints process, they are entitled to ask the OIA, an independent ombudsman service, to look at the complaint. The OIA will only consider complaints from students who remain dissatisfied at the conclusion of the University Centre's internal complaints procedures and processes.

The OIA's Scheme Rules and guidelines are available on its website: www.oiahe.org.uk.

Office of the Independent Adjudicator for Higher Education, Second Floor, Abbey Wharf, 57-75 Kings Road, Reading, RG1 3AB. Tel: 0118 959 9813.

13. Linked Policies and Other Related Documentation

- Professional Behaviour Guidelines for Students
- Equality, Diversity and Inclusion Policy
- Child Protection and Safeguarding Policy
- Safeguarding Adults Policy
- Parental Engagement Guidelines
- FE and Apprenticeship Admissions Policy
- Further Education Tutorial Policy
- Academic Misconduct Guidelines
- Attendance Management Policy
- Student Absence Reporting Guidance
- Student Social Media Policy
- Student Substance Misuse Policy
- University Centre Reaseheath Student Contract
- Fitness to Study and/or Practise Policy
- Health and Safety Policy
- Offensive Weapons, Bladed Articles and Sharp Objects Policy
- Student Harassment and Bullying Policy and Procedure
- Transport Behaviour Code of Conduct
- Residential Licence Agreement
- Learner Health and Wellbeing Policy
- Online Safety Policy
- Guidelines for Staff: Physical Intervention
- Student Conduct Policy: Staff Operational Companion

Staff should refer to the Student Conduct Policy: Staff Operational Companion for operational guidance, meeting templates, ProMonitor recording prompts, letter templates, evidence checklists and supporting documentation. The guidance document supports implementation of this policy but does not replace the policy itself.

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