EAST SUSSEX COLLEGE

Behaviour Management & Disciplinary Policy

Policy Area:	**Student Services**
Policy Lead:	**Assistant Principal Student Experience**
Approval By:	**Executive**
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Contents

1. Introduction 2
2. Scope 2
3. Behavioural circumstances 2
4. Behaviour management as a supportive measure 3
5. Vulnerable students 3
6. Students with Education Health Care Plans (EHCPs) 3
7. Police involvement 3
8. Parental involvement 4
9. Confidentiality 4
10. Behaviour management process 4
11. Behaviour management stages 5
12. Behaviour management approach 7
13. Recording & communication 7
14. Appeals 8
15. Applying the Behaviour Management Procedure 8

Appendix 1: Behaviour management stages flowchart 9

1. Introduction

1.1. East Sussex College aims to provide a positive and inclusive environment where all students can thrive. The college's culture is rooted in tolerance and respect, ensuring fair and dignified treatment for all. We recognise that a safe and supportive environment is essential for effective learning. As such, all behaviour expectations are underpinned by our commitment to safeguarding and promoting the welfare of all students and apprentices.

1.2. This policy is driven by the college's PROUD Values, and our Priority First commitment. The student behaviour management procedures will be approached with an understanding of the barriers some students and apprentices may face, ensuring responses are fair, supportive, and adapted to individual needs. The college aims to help students learn from their mistakes through restorative measures while maintaining firm expectations for behaviour.

2. Scope

2.1. This policy applies to all students and apprentices enrolled on 14-16, FE, HE, international or work-based learning provision and covers all areas of the college, including locations outside the classroom and the college grounds, for example on a trip/ visit.

2.2. All staff should actively promote high standards of student behaviour and demonstrate the college's values through their own actions and in line with the Code of Conduct for Staff. Inappropriate behaviour will be addressed consistently, promptly, positively, and respectfully, with all staff providing clear and firm expectations for students. Students will be supported to understand and make informed choices about the way that they behave.

2.3. In the case of students who are still on a school's roll, the relevant school will be consulted where behaviour or commitment falls short of what is expected, and this policy will be applied with input from the school.

2.4. Serious incidences that take place outside the college, which may affect students and their learning within the college, may also fall under the remit of this policy and breaches should be addressed. This includes serious incidents related to social media and other online platforms.

3. Behavioural circumstances

3.1. Inappropriate behaviour or conduct may sometimes stem from personal difficulties that a student is experiencing, whether disclosed or not. It is crucial to treat any student who behaves inappropriately with respect and empathy. Creating a supportive environment that encourages students to share information about their challenges allows for appropriate action to be taken.

3.2. Examples of difficulties include, but are not limited to:

- Alcohol abuse, drug abuse, or self-harm.
- Care experienced
- Bullying and harassment.
- Caring responsibilities.
- Domestic violence and abuse.
- Financial hardship.
- Health problems.
- Homelessness.
- Learning difficulties.
- Mental health issues.
- Personal relationship issues.

- Pregnancy.
- Undisclosed or undiagnosed learning difficulties or disabilities (e.g., dyslexia, dyscalculia, ADHD).

3.3. Early warning signs that a student may be experiencing difficulties:

- Persistent lateness to lessons.
- Poor attendance.
- Failure to complete coursework or assignments.
- Lack of engagement in lessons, appearing withdrawn or disruptive.
- Appearing to be under the influence of substances.
- Suspected or actual evidence of physical, mental, or emotional abuse or neglect.

4. Behaviour management as a supportive measure

4.1. Managing behaviour should be seen firstly as a supportive measure. Staff are encouraged to understand the underlying causes of behaviour and respond in an understanding and supportive manner. This approach involves exploring what has led to the behaviour and considering providing opportunities to amend the behaviour. Before moving to formal stages of the Behaviour Management Policy, staff should work to understand and address the root causes of behaviour wherever possible.

5. Vulnerable students

5.1. If a student is considered vulnerable, the Safeguarding Manager must be notified if action is taken under this policy. Examples of students in this group include:

- Care Leavers/care experienced.
- Those in the youth justice system.
- Teenage parents.
- Looked After Children.
- Carers.
- Students with protected characteristics

6. Students with Education Health Care Plans (EHCPs)

6.1. For students with Education Health Care Plans (EHCPs), the Additional Learning Support team should be alerted in all behavioural matters and procedures, through inclusion in ProMonitor comments.

6.2. The college will take every measure to ensure that reasonable adjustments are put in place and that the student is supported to remain on their course.

6.3. If all reasonable adjustments have been made and a student's behaviour continues to escalate, leading to potential exclusion, the Learning Support Manager will collaborate with the relevant local authority to facilitate an emergency EHCP review.

7. Police involvement

7.1. Where any member of staff has reason to believe that a student may have committed, or may be intending to commit a criminal offence, the Safeguarding Managers may refer the matter to the police.

7.2. Where a criminal act has been, or is alleged to have been, carried out by a student against another student, the impacted individual should be informed of their right to report the incident to the police if they so wish, and supported in making this decision.

7.3. In cases where the police have made an arrest or pressed charges against a student the

Safeguarding Managers must liaise closely with the police and make suitable adjustments to internal procedures to avoid prejudicing the case in any way. Such adjustments must be carefully communicated to all relevant parties.

8. Parental involvement

8.1. A partnership approach between staff, students and (where appropriate) parents or carers, is key to student success and the college values the engagement and support of parents and carers. Liaison with parents/carers should take place as soon as any concerns arise.

8.2. For students under the age of 18 years at enrolment, parents/guardians/carers will be invited to attend behaviour management-related review meetings and support any agreed measures put in place by the college. However, non-attendance from parents & students to scheduled meetings may not delay progress through the behaviour management procedure unless apologies have been received in advance and students will be able to access support and advocacy from the Wellbeing team.

9. Confidentiality

9.1. All behaviour-related suspicions, allegations and investigations will be kept confidential within the college and shared only with those who need to know in accordance with the Data Protection Act (2018).

10. Behaviour management process

10.1. Expectations of conduct are specified in the Code of Conduct for Students. Examples of misconduct are shown in the table below.

10.2. Students who engage in misconduct will be assigned a Behaviour Management Status, which will be clearly communicated and recorded on ProMonitor. There are four stages of Behaviour Management Status (see Section 11).

General Misconduct	Serious Misconduct	Gross Misconduct
Persistent misconduct which involves a student repeatedly failing to respond to a reasonable informal reminder across a number of sessions.	Misconduct with clear and deliberate intent to cause disruption or upset to others	Actions which clearly harm the student or other student(s) and/or staff or put the student or other student(s) and/or staff at risk of harm or loss. This includes deliberate breaches of college policies and any criminal activity
• Lateness for lessons • Arriving without necessary equipment/ materials • Unauthorised absences (FE) • Not completing homework • Missing deadlines • Insufficient effort / poor attitude to work • Refusal to follow the reasonable instructions of any member of staff Smoking on any college campuses outside of the designated areas	• Aggressive/abusive or offensive language towards others i.e. students, staff or visitors • Threats of physical violence towards others • Deliberate disruption of own or others' learning • Attempting to access pornography/indecent images/content on college computers • Deliberate disruption of the activities of teaching staff • Deliberated damage of college property	• Bullying (including online bullying through social media or digital platforms) • Physical assault • Hate crime, including any behaviour motivated by prejudice against someone's race, religion, sexual orientation, disability, gender identity or any other protected characteristic • Sexual harassment • Possession, use or sale of an offensive weapon on or near site

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• Purposefully noisy, offensive behaviour or the use of foul or inappropriate language • Disrupting any class or any other college activity, whether involving staff and/or other students • Littering • Spitting • Failure to wear the college ID badge visibly • Persistent lateness (FE)	• Intentional breaches of health and safety • Bringing the name of the college into disrepute • Deliberate disruption of the operation of college procedures and activities • Misuse of college ICT systems including internet and Email usage • Cheating or plagiarism (exam board procedures must be followed if this is detected) • Failure to adhere to any behavioural contract issued as caution • Any misconduct which misuses cameras, mobile phone cameras or videos where consent to take pictures has not been obtained	• Being under the influence of or in possession of prohibited substances or alcohol • The selling of prohibited substances • Any illegal act which may have an adverse effect on the work of the college or on other students • Arson • Endangering the health or safety of themselves or others by refusal to comply with reasonable health & safety measures (for example erratic and/or unsafe driving on college premises or not wearing PPE when required) • Theft of property

11. Behaviour management stages[1]

11.1. **Stage 1: Caution (Verbal Warning)**

This is the initial stage of the formal process. Tutors are not expected to issue cautions for minor classroom management issues; instead, cautions are reserved for persistent low-level misconduct as outlined in the general misconduct categories.

11.1.1. Any member of the curriculum staff or safeguarding/wellbeing can issue a caution. This should be issued in person to the student. If the student is absent, they must be informed in writing about the caution.

11.1.2. Every caution should be accompanied by a Behavioural Contract (see below) that outlines the expected changes in behaviour and includes a review period. This must be recorded on ProMonitor.

11.1.3. A record of the caution will be sent to the student's parents or carers when 18 or under at enrolment.

11.2. **Stage 2: Formal Warning**

A Formal Warning is issued when a student's behaviour is serious enough to warrant immediate escalation, even if no previous cautions have been given.

11.2.1. A meeting will be arranged within five working days of the incident.

11.2.2. The meeting will follow a set agenda and include a Behavioural Contract outlining expectations and a review period.

[1] See Appendix 1 for flowchart

11.2.3. The student's Study Programme Tutor will monitor progress through regular check-ins.

11.2.4. The warning remains on the student's record for the duration of the contract.

11.2.5. Students may bring a parent, carer, family member, employer, or partner to the meeting.

11.3. Parents/carers will be informed where appropriate. The Wellbeing team will be informed if students require support and advocacy.

11.4. **Stage 3: Final Warning**

A Final Warning represents the third stage in the formal behaviour management process. It is issued when a student continues to engage in misconduct following a formal warning. This warning signals that any further incidents may result in a Final Stage Hearing, which could lead to withdrawal or exclusion from college.

11.4.1. A Final Warning will require a formal meeting, typically within five working days of the incident or escalation.

11.4.2. The student will receive a Behavioural Contract outlining the required changes in behaviour, and where appropriate, a Personal Progress Tracker.

11.4.3. The warning remains active for the duration of the contract and is recorded on the student's record.

11.4.4. The Final Warning stage is a critical opportunity for the student to reflect and demonstrate improvement before further disciplinary action is considered.

11.5. **Stage 4: Final Stage Hearing**

Final Stage Hearings are convened to review serious behavioural incidents and determine appropriate outcomes. They are formal meetings where a panel reviews the situation and decides on the appropriate outcome.

11.5.1. Final Stage Hearings are chaired by a member of the Senior Leadership Team (SLT) and involve a structured review of evidence, including academic progress and any relevant reports.

11.5.2. A member of the curriculum admin records the proceedings, and relevant staff may be invited to contribute.

11.5.3. Students may be accompanied for support, and reasonable adjustments are made for those with additional learning needs.

11.5.4. The process ensures fairness, transparency, and consideration of all available information before a decision is made.

11.5.5. **What to expect as a student at a Final Stage Hearing:**

- The hearing will take place in a private room away from your usual study area.
- There will be a panel of staff members who will introduce themselves to you.
- You will be given the opportunity to share your side of the story and provide any relevant information.
- The panel will review all evidence and discuss the case before making a decision.
- The outcome may be given immediately or within 5 working days if further review is needed.
- Written confirmation of any decision will be sent out. If you and/or your parents/careers cannot attend the hearing, they must inform the college in advance.
- Decisions may still be made in a student's absence if no notice is given.

11.5.6. **Possible outcomes following a Final Stage Hearing:**

- Continued study with support or adjustments.
- Temporary suspension with conditions for return.
- Permanent exclusion (only decided by a member of SLT after review). Exclusion is a last resort. The college will consider all other options first.

11.6. **Cooling-off period & suspension**

In rare cases of serious misconduct, a student may be asked to leave campus for a short cooling-off period of up to 24 hours. This allows time to reflect and helps prevent further disruption.

- If the student is under 18, their parent or carer will be informed.
- Following this, a member of SLT will decide whether a formal suspension is necessary.
- Suspensions are communicated clearly in person and in writing.
- The suspension period should be as brief as possible and typically last no more than 10 college working days. In exceptional cases, this may be extended.
- Students will be supported to catch up on missed work if they return after a suspension.
- For students aged 14–16, their school and parents/carers must be notified in advance.

12. Behaviour management approach

12.1. **Restorative practice**

12.1.1. The college's approach emphasises restorative practice to help students understand the impact of their actions and learn from their experiences; this must be followed in meetings with students (see Behaviour Management Procedure).

12.1.2. Restorative questions are used to support students to reach an understanding of their behaviour and its impact on others. Students may be asked to reflect on the following:

- What happened?
- What were you thinking and feeling at the time?
- Who else has been affected? What is the impact on you and others?
- What can be done to make things right?
- How can we prevent this from happening again?

12.2. **Behavioural Contracts**

12.2.1. Behavioural Contracts are agreements between the student and the college outlining specific expectations and support measures. These contracts are reviewed regularly to ensure compliance and progress.

12.3. **Personal Progress Tracker**

12.3.1. Where appropriate, students will be issued a Personal Progress Tracker if they are on the Final Warning stage. This is a structured monitoring tool used to support students in improving their behaviour. Teachers provide feedback each lesson on key areas such as participation and respect, and students can review their progress weekly, set goals, and reflect with a tutor or mentor.

13. Recording & communication

13.1. All behaviour management actions and statuses must be recorded centrally on ProMonitor, ensuring confidentiality and compliance with data protection laws.

14. Appeals

14.1. The student has the right to appeal to the Deputy Principal within five working days of the decision to exclude the student.

14.2. Conditions of appeal are:

- In the event of the procedures above not being met.
- There is new evidence to be considered that was not available / produced at the original Behaviour Management Panel Hearing.

14.3. Appeals should be sent to the Executive Office via execadmin@escg.ac.uk.

14.4. The Campus Assistant Principal or their chosen nominee, on receipt of the appeal, will arrange an appeal interview date within five working days.

14.5. The student will be given at least five working days' notice of the time and place of the appeal interview and will be entitled to be accompanied by a friend, relative, parent or carer.

14.6. Within five working days of the appeal interview being held, the final decision by the Principal or their chosen nominee will be confirmed in writing to the student.

14.7. If the decision is upheld, there is no further appeal against the Principal's (or chosen nominee's) decision.

15. Applying the Behaviour Management Procedure

15.1. The Behaviour Management Procedure is published as a separate guidance document for staff to follow.

15.2. In applying the procedure, due consideration should be given to any further action(s) necessary, e.g. communicating the outcomes of the process to all those who need to be made aware.

15.3. If the student's conduct has been so serious that any future applications to join East Sussex College provision should be risk assessed, a member of the Senior Leadership Team may request that a 'flag' be placed on the system to this effect, ensuring that this includes a contact name for further details.

15.4. In all cases students will be treated fairly and in line with this policy

15.5. Students who may require support to engage effectively with the behaviour management process should be offered advocacy support (e.g., in the case of cognitive or language difficulties).

15.6. The Behaviour Management Procedure may be used in conjunction with the Code of Conduct for Students, the college's PROUD values, the Bullying & Harassment Policy for Students and the Alcohol & Substance Misuse Policy.

Appendix 1: Behaviour management stages flowchart

