

Student Positive Behaviour Policy

Document: SE2	Student Positive Behaviour Policy
Policy Owner:	Deputy Principal – Quality & FE Curriculum
Version	1
Review Date	September 2026
Applies to	All students and staff

Intent	<p>Newham College is committed to providing a supportive and welcoming environment to promote effective learning where students can enjoy their studies, reach their full potential, and feel safe.</p> <p>Our mission is to develop the skills, confidence, and qualifications for local people to lead rich lives and build great careers. We are committed to a culture of integrity and living by the Nolan Principles of Public Life: selflessness, integrity, objectivity, accountability, openness, honesty, and leadership.</p> <p>At Newham College, we aim to cultivate an atmosphere of mutual respect among students, staff, and visitors and expect everyone to act with consideration and care. Our approach to positive behaviour includes aspects of restorative practice and values open and honest communication. De-escalation and mentoring are also key to ensure our students stay in education and achieve their aspirations.</p>
Purpose	<p>The purpose of this policy is to</p> <ul style="list-style-type: none"> • Ensure a culture of mutual respect, tolerance, democracy, and shared expectations, consistent with British values. • Provide a safe learning environment where all members of the College community are free from physical risks, bullying or harassment including peer on peer abuse and sexual harassment. • Provide a welcoming, friendly, and supportive environment that promotes good attendance, punctuality, and student progress.

	<ul style="list-style-type: none"> • Ensure that everyone knows what is expected of them and that students are encouraged and supported to meet the standards of conduct required to successfully complete their college experience. • Ensure that student behaviour processes are managed effectively to promote fair and equitable treatment of all students whilst providing support to staff
Scope	<p>This policy applies to all enrolled students, irrespective of their provision type, mode of study, or location. All students are expected to follow the Student Code of Conduct when they are on campus, during work experience/placements and offsite trips and when working online.</p> <p>The policy sets out the approaches and interventions that should be used when managing low level behavioural challenges. It also sets out the process to be followed when a formal resolution is needed.</p> <p>Every member of staff is responsible for following this behaviour policy. Wherever possible, we will work with parents, carers, employers, and trusted adults to support students to improve their behaviour or attendance. This applies to employers of apprenticeship students and parents/carers of students up to the 31st August following their 18th Birthday and up to 25 for those with an Education Health and Care Plan.</p> <p>Individual student circumstance will be considered when planning discussions with parents/carers and where appropriate, the Welfare and Safeguarding team will be consulted.</p> <p>Safeguarding concerns should be reported in the usual way as laid out by the Safeguarding Policy and Procedures.</p>
Behaviour Expectations	<p>Student Code of Conduct</p> <p>All enrolled students are expected to abide by the terms of the Student Code of Conduct. Failure to follow the code may lead to disciplinary action.</p> <p>Students are expected to agree to:</p> <ul style="list-style-type: none"> • Treat all members of the college community with respect and consideration. • Wear my college ID and lanyard around my neck when on site. • Dress appropriately for college. • Smoke or vape outside of college in the designated areas. • Behave in accordance with college policies, procedures, and the law. • Treat college property and facilities with respect. • Follow all college health and safety rules. • Follow the IT acceptable use policy. • Attend and be on time for all classes. • Follow the Ready to Succeed standards

	<ul style="list-style-type: none"> • Act as an ambassador for the college by behaving considerately and respectfully towards others both on and off campus. • Uphold a positive image of the college and avoid actions that harm its reputation. • Abide by all the terms of this agreement.
Behaviour not meeting expectations	<p>All staff have a duty to intervene when behaviour does not meet expectations.</p> <p>Our goal, using restorative approaches, is to achieve positive outcomes for everyone involved by understanding individual situations, resolving conflicts, and facilitating mediation. Staff should always strive to diffuse and resolve situations where behaviour falls short of expectations. The objective is for students to manage and take responsibility for their own behaviour.</p> <p>The teacher and other College staff will consistently promote and role model positive behaviours and directly challenge low level disruption on a regular basis. Every effort will be made to avoid a stage 4 disciplinary hearing which will only be triggered when:</p> <ul style="list-style-type: none"> • Misconduct has exhausted stages 1-3 or • Serious misconduct is alleged. <p>For Higher Education (HE) students on programmes which emphasise professional conduct and employability, the 'HE Fitness to Practice' Policy will be invoked where necessary.</p> <p>A variety of interventions can be provided by appropriate college support services as detailed below. If a learning support need is identified or if a special educational need and/or disability is disclosed, a referral should be made to the ALS team.</p> <p>Responsibility of tutor</p> <p>The tutor should be made aware of any behaviour or conduct concerns relating to students in their group. All colleagues working with a student should communicate concerns to the tutor as the initial intervention.</p> <p>A tutor has various options for intervention, including using their knowledge and understanding of each student's circumstances, to discuss concerns and investigate causes and issues as early as possible.</p> <p>eTrackr - Cause for concern</p> <p>If a staff member has a concern about a student's behaviour, they should record on e-Trackr and copy the tutor into the communication. This enables the tutor to discuss the concern and gain a comprehensive overview of the student's behaviour and needs across the college, not just in the classes they teach.</p>

	<p>eTrackr – Action Plan An action plan should be set up to support a student to improve on the area of concern by their tutor. This should be brief and written in accessible language.</p> <p>Action plans should be entered via the Action Plan tab and then via the Pastoral tab. They should include SMART targets and be reviewed with the student by the course tutor every 1-2 weeks with the end date for improvement set at between 4-6 (depending on student and situation).</p> <p>1:1 and group tutorials Individual and group tutorials are a good time to discuss areas of concern with students and to follow up on action plans and progress. Group tutorials can be used to address behaviours or concerns that affect lots of students or specific concerns for a group such as attendance, group relationships or thematic sessions on drugs and alcohol.</p> <p>Referrals If a student has an EHCP or has declared a learning support need, advice and guidance can be sought from the appropriate student support team. For guidance contact ALSEnquiries@Newham.ac.uk</p> <p>If there are concerns about a student's welfare, a referral should be made to the safeguarding team through logging onto CPOMS.</p> <p>Fitness to Study The college has a separate Fitness to Study Policy.</p> <p>If there are concerns about the behaviour of a student in 16-18 or adult provision which may be known to be or suspected to be the result of an underlying physical or mental health difficulty, advice and guidance should be sought from the Head of Student Experience or Head of ALS.</p> <p>Restorative conversations When difficult relationships arise, a restorative approach can help those involved understand each other and move forward. This can prevent further conflicts. The safeguarding, welfare, campus liaison and youth safety teams can lead and facilitate these conversations.</p>
Attendance	<p>Newham College endorses the importance of good attendance and punctuality in enabling students to achieve their full potential. Low attendance means that students miss key elements of their learning and support and increases the risk of non-completion/ achievement. The college supports students to develop and maintain good attendance and punctuality habits to enable them to succeed in future opportunities and ultimately in the world of work.</p> <p>Please refer to the Attendance Policy.</p>
Roles and Responsibilities	All college staff: All staff are responsible for challenging behaviour where appropriate and should share concerns with the course tutor.

	<p>All staff are responsible for promoting and modelling positive behaviours, including attendance and punctuality, amongst students, reporting and challenging inappropriate behaviour and misconduct, and cooperating with other staff to ensure prompt and effective resolution of cases.</p> <p>All staff are responsible for familiarising themselves with this policy, their role within it and the outlined processes to ensure a consistent approach and experience for our students.</p> <table border="1"> <tr> <td>Stage 1</td><td>Tutor</td></tr> <tr> <td>Stage 2</td><td>Curriculum Managers</td></tr> <tr> <td>Stage 3</td><td>Heads of Faculty</td></tr> <tr> <td>Stage 4</td><td>Directors of Curriculum</td></tr> </table> <p>At all stages, staff should work with students to understand causes of behaviour, develop positive working relationships, and plan and arrange interventions with the relevant cross college teams. All stages should include the setting and monitoring of action plans. All behaviour sanctions should be recorded on the appropriate college system.</p> <p>College Security: College security support all staff with risky, illegal, or physically challenging behaviour. They are also able to use restraint where appropriate.</p> <p>Youth Safety/ Campus Liaison Team: Support students to manage their own behaviour and make decisions in collaboration with curriculum teams as to next steps and possible interventions to support a student back to positive behaviour.</p> <p>Duty Managers: DMs will be on rota to support the Campus Liaison team or Youth Safety Team with any serious incidents or where there are concurrent incidents.</p> <p>Directors/ Senior Leadership: Have the authority to suspend and exclude students plus administer final warnings and stage 4 sanctions including exclusion.</p>	Stage 1	Tutor	Stage 2	Curriculum Managers	Stage 3	Heads of Faculty	Stage 4	Directors of Curriculum
Stage 1	Tutor								
Stage 2	Curriculum Managers								
Stage 3	Heads of Faculty								
Stage 4	Directors of Curriculum								
Sending Home/Cooling off	<p>It may be appropriate to send a student home who feels unable to stay at college related to an incident. In these instances, a student can be asked to leave site for a 'cooling off' period. Cooling-off should not normally be longer than part of a day with a return set for the student's next timetabled day at college.</p> <p>The student will be invited in the next morning to engage successfully in the restorative conversation.</p> <p>Parents/ carers will be notified.</p>								
Suspension	<p>In some instances of alleged serious misconduct or for other valid reasons, it may be necessary to suspend a student. Suspension is a neutral act pending an investigation. Students can only be suspended</p>								

	<p>with approval from the Directors of Curriculum or members of the Senior Leadership Team.</p> <p>The Campus Administration Team should be notified of suspension as soon as possible (curriculumadmin@newham.ac.uk). The suspension will be logged on eTracker for the notification of all tutors. The student badge will be blocked on management information systems and held by the college where possible.</p> <p>Parents/ carers will be notified of the suspension by phone and confirmed via letter. All members of staff involved with the student will be notified on the system.</p> <p>While suspended, the student should not return to the college. Except for the most complex and serious cases, the suspension should be for no longer than 5 days. A suspended student will receive work to be completed at home during the suspension period. This will usually be provided by the curriculum team via email, Teams or Moodle.</p>
Investigations	<p>Where a student has been suspended pending an investigation, the appropriate Head of Faculty will conduct a thorough investigation prior to any disciplinary meeting. The investigating officer can meet with witnesses, including those suggested by the student, as needed. The student is not allowed to attend meetings with the witnesses.</p> <p>After any meeting, the investigating officer will ask the student to confirm the notes taken are accurate. They will be summarised, not word-for-word. These notes may be used in disciplinary meetings or hearings.</p>
Searches	The College has a separate Searches, Screening and Confiscation Policy.
Risk Assessments	The College has a separate Criminal Convictions Disclosure Policy as an addendum to the safeguarding policy.
Police	<p>The college reserves the right to involve the police if a student is to be found in breach of the law. The DSL or a member of the College Leadership Team should be consulted before the police are notified, unless the situation is an emergency in which case they should be informed as soon as possible.</p> <p>If the police are required to escort a student off the premises as a result of dangerous or threatening behaviour, the student is automatically suspended until the date of a disciplinary meeting. If the college is forced to request police intervention, a report of the incident will be placed on the student's file.</p>
Students with additional needs	<p>Students with EHC plans in Supported and Inclusive Learning will follow the Student Positive Behaviour policy, interpreted by the Head of Faculty for Foundation Learning and School applied as appropriate to the student and to align with the SEND Code of Practice and local authority expectations.</p> <p>For students with EHC plans in other curriculum areas, the same policy applies but with extra steps.</p>

	There is a separate Fitness to Study process for students who are experiencing challenges due to documented health or well-being concerns.
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Stage 4 Formal Disciplinary Hearing Procedure

Attendees	<ul style="list-style-type: none"> • Student: To be accompanied by a parent, carer or relative. Legal representation is not permitted. If the student is under 18 and attends unaccompanied an appropriate member of Student Services staff will be allocated to them. • Panel Chair: Director or in some cases a Vice Principal • Investigation Officer: Usually Head of Faculty. <p>Students can get help from The Safeguarding and Welfare Team for any disciplinary hearing, including assistance with writing a statement that might be used as evidence in future hearings.</p> <p>Students who have an EHCP, SEMH or a learning disability must be offered support in the meeting by a member of the ALS team.</p> <p>Students who are being supported by the safeguarding and welfare team must be offered support in the meeting from a member of the Safeguarding and Welfare team.</p>
Introductions	The Panel Lead will make the introductions and explain the purpose of the hearing, the sequence of presentations and questioning.
Presentation of Findings	<p>The Investigating Manager will present the investigation findings. The College must have a written record of the evidence upon which the investigation has been based.</p> <p>The main goal of the hearing is to decide what actions are needed to resolve disciplinary issues and support the student's ongoing progress. The hearing will consider the following:</p> <ul style="list-style-type: none"> • The seriousness of the situation • The impact on students and staff • The impact on the College reputation • Any mitigating circumstances • Any further interventions or services that would support the student.
Student response to the allegation	The Panel Lead will ask the student and their representative to respond to the allegations. The panel lead might also have additional questions for the student or the investigating manager.
Decision	At the end of the hearing the panel lead will confirm with the student how they will be informed of the outcome. The decision may be given verbally or by email within 24 hours and followed up by a confirmation letter sent by email or post.

	If there's no evidence of misconduct after reviewing the case, no action will be taken. The student will be informed of this decision both verbally and in writing.
Recording of Outcome	The College must keep accurate records of all disciplinary sanctions. Where a sanction has been agreed, a record will be made on EBS.
Possible Sanctions (Stage 4)	A formal disciplinary hearing may result in the following outcomes: <ul style="list-style-type: none"> • Final written warning active for up to the end of an academic year • Permanent exclusion from the college • Fixed Term exclusion
Appeals	<p>Appeals against Permanent Exclusion</p> <p>If a student has been excluded from the College, they have the right to appeal. An appeal must be submitted in writing, clearly outlining the grounds for the appeal, which are</p> <ul style="list-style-type: none"> • Significant procedural errors that affected the fairness of the original disciplinary procedure • New evidence has emerged that would have significantly altered the outcome of the original hearing <p>Appeals should be submitted to our Quality Team by emailing complaints@newham.ac.uk within five working days after receiving the written decision. The appeal will be heard by a nominated Vice Principal or Deputy Principal who has not been involved in earlier stages of the disciplinary process.</p> <p>An appeal hearing will be scheduled within 10 working (term time) days after the appeal notice is received.</p> <p>The student will be informed of the decision at the appeal meeting or within 5 working days in writing.</p> <p>The decision of the chair of the appeal meeting is final.</p>

Disciplinary Procedure

The formal disciplinary procedure should be the final tool used when facing behaviour that challenges. All efforts to support a student back to appropriate behaviour should be made before escalation to the formal stages.

Disciplinary Procedure

1

Stage 1 - Low Level Disruption

Format: Conversation with student about their behaviour.

The conversation should focus on:

- Student code of conduct and expectations
- Positive and practical ways to improve the situation.
- Support available if appropriate.

Stage Owner: Course tutor

Recording: Behaviour should then be recorded as a cause for concern on e-tracker with the course tutor copied in.

Interventions: The course tutor to work with the student to understand the root cause of the behaviour and offer interventions to support to change. If there are multiple instances of challenging behaviour at a low level, the student should be referred to the most appropriate wider Welfare and Support team.

When does it reach stage 2: After 3 instances of similar behaviour have been recorded and initial interventions have been unsuccessful.

Outcomes:

- Verbal Warning
- Cause for concerns recorded on e-tracker
- Action plan set up

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Stage 2 – Ongoing behaviour concerns

Format: Meeting with student about their behaviour. Parents or carers of students who are under 19 should be (or those with an EHCP) should attend.

The meeting should focus on:

- Student code of conduct and expectations
- Positive and practical ways to improve the situation.
- Support available if appropriate.
- Next steps if behaviour doesn't improve.

Stage Owner: Curriculum Manager

Recording: A stage 2 should be recorded on e-tracker with a copy of the meeting notes and outcomes.

Interventions: An action plan/behaviour contract should be drawn up and agreed with student. Continuing support should be in place where appropriate alongside any other interventions that are agreed.

When does it reach stage 3: Where a student doesn't meet the expectations of the action plan and behaviours continue and when all other interventions have been exhausted.

Possible Outcomes:

- Stage 2 warning
- Cause for concerns recorded on e-tracker
- Action plan set up

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Stage 3 – Formal Final Warning

Format: Meeting with the Head of Faculty and student and parents/carers for those under 19 or with an EHCP. The severity of a stage 3 meeting should be stressed with the next step being a stage 4 formal disciplinary hearing.

The meeting should focus on:

- Discussion relating to previous behaviour concerns outlining why and how a stage 3 formal warning has been reached.
- Outline of interventions in place
- Discussions on the impact of the behaviour
- Review of further support needed to meet college behaviour expectations
- Agree and record actions and targets

Stage Owner: Head of Faculty

Recording: A stage 3 meeting should be recorded on e-tracker alongside the actions and notes from the meeting.

Interventions: Agreed action plan for student to follow to improve behaviour. Continuing support should be in place where appropriate alongside any other interventions that are agreed.

When does it reach stage 4: Where a student doesn't meet the expectations of the action plan and behaviours continue and when all other interventions have been exhausted.

Possible Outcomes:

- Stage 3 warning
- Cause for concerns recorded on e-tracker
- Action plan set up

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Stage 4 – Disciplinary Hearing

A stage 4 disciplinary hearing may be held following a breach of the agreements made at Stage 3 or following serious act of gross misconduct such as (but not limited to):

- Possession of a weapon
- Violence that is deemed to cause serious harm
- Theft or damage of college property
- Supply of illegal drugs while on the college premises
- Behaviour which constitutes harassment, including peer on peer abuse and sexual harassment, bullying, discrimination, racially or sexually offensive, hate attack or which is offensive to those within the protected characteristics
- Acts resulting in substantiated safeguarding concerns or promoting extremist views
- Interference with software or data belonging to or used by the college

A stage 4 disciplinary hearing should be the very last resort for managing behaviour that challenges. A wide range of interventions should be applied and tried before reaching this stage unless serious misconduct of the types listed above have been committed.

Possible Outcomes:

Return to study

Final written warning active until the end of the academic year

Permanent exclusion from college

Stage Owner: Director

Appendix 1 - Guidance for Staff

Alcohol and Drugs	<p>Students are not allowed to bring alcohol, drugs (unless prescribed), illegal substances, or potentially misused substances to college or to any college-related activities on or offsite. Any such items found should be confiscated and cross referenced with the Searches, Screening and Confiscation Policy before being disposed of. Students suspected of dealing or supplying drugs will typically be suspended immediately pending an investigation.</p> <p>Students must not be under the influence of drugs or alcohol at college. In any such situations the Safeguarding Team should be contacted in the first instance.</p>
Bullying and Harassment	<p>The College has a separate Peer on Peer and Sexual Harassment Policy. (PPSH)</p> <p>Bullying and harassment are forms of abuse, and it's important for staff to recognise that both victims and perpetrators might need specific support. While it is vital to provide personalised support to victims, it's also possible that the perpetrator themselves are a victim and could be reacting to their own experiences of abuse or malicious accusation.</p> <p>The College takes bullying and harassment seriously and has a zero-tolerance policy which applies not only to protected characteristics but also factors including poverty, body image, or ability. This includes cyberbullying, which can occur both inside and outside of college.</p> <p>Some forms of bullying you might encounter include:</p> <ul style="list-style-type: none"> • Homophobic – Abuse due to a person's sexual orientation or perception of this) and transphobic bullying (abuse of trans identifying people or those questioning their gender). • Gender – bullying because of someone's gender or sex, or use of misogynistic behaviour or language (including transgender, non-binary, gender fluid or any other gender). • Racism or bullying because of language, cultural or religious differences. • Discrimination based on ability or neurodiversity. • Engaging in harmful sexual behaviour or inappropriate sexual behaviour, including peer-on-peer abuse. <p>All reports of bullying and harassment should be fully investigated by the Head of Faculty or a colleague identified by them, and appropriate actions taken. Bullying or harassment of any kind must never be ignored.</p>
Fighting or threatening behaviour	<p>Students who display threatening or intimidating behaviour towards others—whether it's towards students, staff, visitors, or the public, and whether on college premises, during transport to and from college, or off campus—will typically be suspended while an investigation takes place.</p>
Weapons	<p>It is an offence to carry a knife or offensive weapon. Security, the safeguarding team, and appropriate management should be informed</p>

	immediately. It is the responsibility of all staff to keep themselves and students safe. If necessary, staff should clear the immediate area. In the case of immediate danger, call 999. The student would typically be suspended pending investigation or go straight to a stage 4 disciplinary hearing.
Peer on Peer / Child on Child Abuse, sexual harassment, and online abuse	<p>The College has a separate Peer on Peer and Sexual Harassment Policy.</p> <p>Staff are required to understand the procedures to minimise the risk of peer-on-peer abuse and know how to respond to allegations and should refer to the Safeguarding Policy and Procedure for more guidance. All staff are requested to be vigilant around issues associated with sexual violence and sexual harassment.</p> <p>All staff should now assume that sexual harassment and online sexual abuse is happening, whether it is reported or not. Staff are required to be proactive in promoting topics in tutorial and within the wider curriculum and be vigilant in monitoring and responding to any concerns by referring to the College Designated Safeguarding Lead (CDSL).</p>
Swearing and abusive language	Respectful communication is crucial for building positive relationships. If staff hear swearing or abusive language in shared areas, including classrooms, they should address it respectfully, using restorative methods. If a student reacts aggressively, staff should follow the relevant steps outlined in this policy at stage 1 and 2.
Unhealthy Relationships	Staff should watch for signs of students forming unhealthy relationships that could lead to sexual exploitation or peer-on-peer abuse. They should respond promptly, which might involve providing training and support, reporting to the College Safeguarding team, or following the relevant steps of this policy.
Damage to property	A student purposefully damaging College property or having disregard to the building, fixtures and fitting will usually be suspended pending investigation. They may be charged for the cost of any damage they incur.