

# BEHAVIOUR MANAGEMENT POLICY

<b>Audience:</b>	STUDENT
<b>Requirement:</b>	ESSENTIAL
<b>Policy Owner:</b>	Assistant Principal of Quality and Student Experience
<b>Review Delegation:</b>	Corporation
<b>Review Cycle:</b>	Every 2 years
<b>Last Review:</b>	Oct 2025
<b>Due for Review:</b>	Oct 2027

# **SOUTH HAMPSHIRE COLLEGE GROUP**

## **BEHAVIOUR MANAGEMENT POLICY**

### **1.0 Statement of Principles**

- 1.1. The purpose of the policy is to positively manage behaviours of students and apprentices at the South Hampshire College Group (SHCG). Our vision is to deliver excellence in technical and professional further and higher education. Our purpose is to equip all our students and apprentices to be prepared for their 'next steps,' through:
- Delivering inspiring, teaching, learning and assessment
  - Providing excellent customer service and student support
  - Consistently setting a culture of high expectations
  - Being accountable for students' progress and employers' future success
- 1.2. The College Group recognises there are many factors that can influence the behaviour of young people but that positive experiences can have a greater effect in moderating behaviour and improving opportunities for success in later life. SHCG are committed to creating a positive and inclusive learning environment that fosters respect and individual accountability whilst maintaining a safe and supportive environment for learning. SHCG aligns to equity, diversity and inclusion principles and values difference.

### **2.0 Scope**

- 2.1. The policy applies to all students and apprentices enrolled on a programme of study at South Hampshire College Group participating in any college related activity and covers both academic and non-academic misconduct. The policy itself is designed to support students and apprentices through staged and supported interventions that give opportunity for students and apprentices to enact positive change.
- 2.2. The policy recognises that in some instances students or apprentices with additional learning needs and/or disabilities or have extenuating circumstances that prevent them from adhering to SHCG expectations, such as high attendance. Therefore, some individuals may require consideration on a case-by-case basis to ensure reasonable adjustments are made.
- This policy relates to;
- 16–18-year old's, adults, apprentices, students placed at college by their school, and students on a work experience placement
  - online and remote delivery
  - Higher Education (HE) students - Where the College Group works with, HE institutions their respective policies and procedures should in addition be adhered to.
- 2.3. Where concerns regarding safeguarding, health, and/or wellbeing, and it is not considered appropriate to implement the Behaviour Management Policy, staff must refer, with guidance from Safeguarding Teams to the Fitness to Study Policy

### 3.0 Detail

- 3.1 The College Group strives to equip students and apprentices for their next steps and does this by setting high expectations and reinforcing and rewarding positive behaviours accordingly.
- 3.2 As SHCG we are committed to improving behaviour and recognise that improved behaviours will lead to greater engagement, improved retention, improved wellbeing for both staff and students and fewer incidents of negative behaviour. It is important as a College Group that we recognise and celebrate the achievements of our students and apprentices to create an environment which encourages and rewards success.
- 3.3 As SHCG we will aim to encourage and celebrate positive behaviours by;
- Hosting celebratory events throughout the academic year including annual awards
  - Showcasing student talent via events, classroom, and/or corridor displays
  - Offering verbal praise
  - Attendance recognition and certification
  - Progress reports shared with parents/carers/guardians/employers
  - Liaison with employers
  - Rewards and incentives
- 3.4. All staff are responsible for modelling and promoting good behaviour to raise motivation and engagement. The College Group expects all staff to confidently challenge behaviour that does not align to the expectations of the College Group.
- 3.5. The student charter outlines both student and staff's commitment, linked with being 'Collaborative, Inclusive and Aspirational' which is shared with students and apprentices during enrolment and induction, and it also displayed across all colleges. Positive reinforcement of this from all staff within the College is needed to ensure a culture of high expectations are set and aspired to throughout the students' and apprentices' journey.
- 3.6. To encourage positive behaviours, the following principles will be adhered to by staff, students, and apprentices:
- Always wear lanyards and display ID when on any college site
  - Adhere to SHCG's 'No Smoking and Vaping' policy and only smoke/vape in the permitted areas
  - Follow and adhere to all the South Hampshire College Group's Health & Safety and Emergency procedures
  - Follow and adhere to all the South Hampshire College Group's policies and procedures, including examination codes of conduct, and assessment guidance set out by the awarding organisations
  - Follow and adhere to workplace policies and procedures that exist during apprenticeships, IP, or WEX
  - Nominated staff to facilitate 'meet and greet' sessions daily
  - Clear classroom 'SHCG: Our Charter' signage to be visible across each site and maintained by staff.
- 3.7. By signing a learning agreement, students and apprentices agree to comply with South Hampshire College Group policies and procedures. If a student or apprentice does not meet SHCG expectations and Code of Conduct, the Disciplinary Procedure may be applied

## **4.0 Discipline**

- 4.1. In some instances, the College Group recognises that students and or apprentices may not engage and exemplify SHCGs expectations of behaviour and performance and in such cases, a graduated approach to improve behaviours will be undertaken. (See 6.0 for discipline procedure).
- 4.2. All staff have a role to play, in that any staff member can and should challenge a student or students they see acting in a way that is disruptive, or which causes a nuisance to others.
- 4.3. Cases of Minor misconduct should be addressed systematically by staff through the offer of adequate support and or intervention. Where such interventions do not have the desired impact or the student and or apprentice does not engage with support and behaviours continue to occur more formal interventions can be applied. (See 6.0 for discipline procedure and Appendix 1 for examples of Minor Misconduct)
- 4.4. In the case of Gross misconduct, other more serious breach of the College Group expectations, persistent repetition of minor acts, refusal to accept a verbal warning or where previous warnings have failed to improve the behaviour, a more formal procedure will be implemented. (See 6.0 for Discipline procedure and Appendix 1 for examples of Gross Misconduct)

## **5.0 Bullying and Harassment**

- 5.1. SHCG is committed to creating an inclusive and respectful environment for all members of our community. We believe that all individuals have the right to work, learn, and study in an environment free from bullying and harassment
- 5.2. We are committed to establishing clear standards for behaviour, consistent channels for reporting inappropriate behaviour, and effective strategies to manage and prevent negative or harmful behaviour. All students are expected to commit to the Student Charter and other college policies.
- 5.3. Instances of bullying and harassment will be taken seriously and students and apprentices who report bullying, and harassment will be provided with support.
- 5.4. SHCG has zero tolerance to occurrences of bullying and harassment on campuses, online and off campus when on college business, including external, academic, or social functions related to the College Group. SHCG may also respond if the claimant is not a member of the SHCG community, but the alleged bully or harasser is.

### **Definitions of bullying and harassment**

- 5.5. Bullying is offensive, intimidating, malicious or insulting behaviour that can make a person feel vulnerable, upset, humiliated, undermined, or threatened. Bullying can take the form of physical, verbal, and non-verbal conduct. Non-verbal conduct includes cyberbullying, use of social media and other technologies
- 5.6. Harassment is unwanted behaviour, which causes mental or emotional suffering or has the purpose or effect of violating an individual's dignity, or creating an intimidating, hostile, degrading,

humiliating or offensive environment. Harassment may occur physically, verbally, or non-verbally and it can be intentional or unintentional.

5.7. Under the Equality Act 2010, harassment relating to one or more protected characteristics is illegal. The protected characteristics are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, marriage and civil partnership, sex, and sexual orientation. SHCG considers all harassment to be unacceptable, whether or not it relates to a protected characteristic.

5.8. Everyone in the College Group must take responsibility for promoting a common anti-bullying approach and all members of the SHCG community are expected to report and challenge incidents of bullying without fear.

5.9. Students and apprentices accused or found guilty of bullying will receive support and be addressed according to this policy's disciplinary procedure, which may include treatment as gross misconduct.

## **6.0 Stages of Disciplinary**

The stages of the disciplinary procedure are as follows;

### **6.1 Informal intervention**

- This stage provides an opportunity to initiate a constructive dialogue with the student or apprentice, helping them understand why their behaviour is inappropriate and encouraging them to take responsibility for their actions. A record of the concerning behaviour should be made on ProMonitor.
- It is essential at this point to consider whether the behaviour may be linked to safeguarding, health, and/or wellbeing concerns. Where such concerns arise, the Safeguarding Team should be consulted to determine whether the matter should be escalated under the Fitness to Study Policy.

### **6.2 Stage 1 Disciplinary**

- Persistent poor behaviours continue
- Outcome: Verbal Warning, meeting with student or apprentice with targeted actions (recorded on ProMonitor)
- Administered by curriculum team

### **6.3. Stage 2 Disciplinary**

- Did not meet targeted action and persistent poor behaviours continue
- Outcome: Written Warning, meeting with student or apprentice with targeted actions (recorded on ProMonitor)
- Coordinated by Curriculum Area Manager (CAM)
- Ensure all relevant external parties are invited

### **6.4. Stage 3 Disciplinary**

- Escalation to Stage 3 must be approved by the Curriculum Director (CD)

- Outcome: Final Warning, meeting with student or apprentice with targeted actions (recorded on ProMonitor), alternatively in cases of serious or gross misconduct suspension or permanent exclusion can be ruled (see 6.1).
- Coordinated by Curriculum Director (CD)

- 6.5. In a small minority of cases the College Principal (CP), Director of Safeguarding (DoS) or Designated Safeguarding Lead (DSL) may deem it appropriate to forgo stage 1 and 2 and go straight to stage 3.
- 6.6. In cases of suspected, alleged, or actual gross misconduct the College Principal (CP), or Director of Safeguarding (DoS) or Designated Safeguarding Lead (DSL) may suspend a student or apprentice immediately whilst an investigation is carried out, which may be followed by a Stage 3 Disciplinary meeting. (See 6.1 suspending a student or apprentice)
- 6.7. Before initiating formal disciplinary proceedings, the College Group will seek to understand the wider context of a student's or apprentice's behaviour. This includes identifying any personal, health, or wellbeing issues that may be contributing to the conduct in question. Where such factors are identified as the primary cause of the behaviour, and the incident is not deemed Serious or Gross Misconduct, it may be more appropriate to address the matter through the Fitness to Study Procedure rather than progressing through the disciplinary process.
- 6.8. Each case will be assessed individually, considering any known difficulties or circumstances affecting the student or apprentice. It is important to note that the presence of mental health, emotional, or behavioural needs does not automatically preclude the use of the disciplinary procedure. The College Group maintains a duty of care to all students, apprentices, and staff, and this responsibility may necessitate disciplinary action where appropriate, regardless of underlying needs.
- 6.9. Students and or apprentices seeking to progress internally within the College Group will have their next steps informed by their disciplinary. For students or apprentices who have been placed on a Stage 3 in previous years, the College Principal or the DoS will decide whether to accept an application. If a place is offered, they will decide what disciplinary stage is appropriate at the start of the new course.
- 6.10. An excluded student or apprentice will not usually be considered for re-enrolment at the College Group for a period of 3 years. A student or apprentice reapplying for a place in the College Group within 3 years would be expected to demonstrate how they have addressed their attitude towards the SHCG Values before being considered for a place.

## **7.0 Suspending a student or Apprentice**

- 7.1. In some instances, it will be necessary to suspend a student or apprentice from their respective College pending an investigation. Suspension of a student requires the agreement of a member of the Senior Leadership Team, the Director of Safeguarding or College Principal.
  - In the absence of a Senior Manager, a Curriculum Director, relevant Head of Area or local Designated Safeguarding Lead (DSL), may suspend a student or apprentice if it is considered in the best interests or safety of that student, apprentice or other students/apprentices and staff.
  - In order not to disadvantage the student or apprentice while under suspension, every effort should be made to enable the student or apprentice to continue his or her studies, either by means of

online learning or by notes, hand-outs and work activities being sent by post or email to the student. This, however, will not always be possible and each case will be assessed on an individual basis and could depend on the course type.

- Students and apprentices may be suspended if they are being investigated by the police for a crime that is judged to have a potential harmful impact on students, apprentices, or staff in college.
- A suspension may also be applied if the College Group becomes aware of behaviour that opposes our values or brings SHCG into disrepute.
- If the College Group becomes aware of any criminal activity (either in college or not) we have a duty to report this to the police.
- If the College Group becomes aware of previous criminal activity that was not disclosed at the time of enrolment suspension can be invoked whilst an investigation takes place.
- The suspension is to protect the student/apprentice and others and will be reviewed once the outcome of the police investigation is known.

## **8.0 Exclusion**

Permanent exclusion can only be decided at a Stage 3 meeting or thereafter where targets from a Stage 3 meeting have not been met. An excluded student or apprentice may not be considered for re-enrolment within the College Group for a period of up to 3 years. A student reapplying for a place at the College Group within 3 years of exclusion would be expected to demonstrate how they have addressed their attitude towards the SHCG Values before being considered for a place. This should include an employer/sponsor reference that can comment on the individual's values and behaviours.

Re-enrolment following an exclusion remains at the discretion of the College Group.

## **9.0 Compensation Orders**

In instances where a breach of discipline results in property damage, the student or apprentice may be held responsible for reimbursing the College for the repair costs, in addition to any disciplinary action imposed. Furthermore, the College reserves the right to notify law enforcement authorities regarding damage to college property or facilities.

## **10.0 Academic Misconduct**

In cases where the misconduct relates directly to matters of an academic nature (for example plagiarism, cheating or collusion) the procedure to be followed differs in some respects from that detailed above.

- If the student or apprentice concerned is a Further Education student, the matter will normally be treated as an educational issue, and the student will be given further advice and guidance regarding appropriate conduct in examinations and assessments.
- If further repetitions of similar behaviour occur, the matter will be treated as any other disciplinary issue and the procedure above will be followed.
- If the student concerned is a Higher Education student or apprentice, the currently published version of the SHCG Malpractice & Maladministration Policy will be followed.
- For the purposes of those regulations, the matter should be directed to the Quality Team or Assistant Principal of Quality and Student Experience.

## **11.0 Appeals**

- 11.1. A student or apprentice may appeal against any disciplinary action (including compensation orders)

taken against them by a disciplinary panel.

11.2. Appeals will normally only be considered on the following grounds:

- That evidence produced identifies there was a material administrative error in conducting the disciplinary procedure or that it was not conducted in accordance with the published procedure.
- That evidence produced identifies that some other material irregularity has occurred.
- That new evidence is available that was not available at the time of the hearing that could materially affect the hearing panel's decision

11.3. Appeals should be submitted to the Deputy CEO/Group Principal or a nominated delegate, who will confirm receipt of the appeal within five working days. The Deputy CEO/Group Principal, or a nominated delegate, will investigate the issues raised by consulting with those concerned in the initial procedure. The outcome of the investigation will be provided within a further ten working days (term time only; Appeals made during school holidays may take longer to investigate). The Deputy CEO/Group Principal's or a nominated delegate's decision is final and there is no further right of appeal.

11.4. If the case relates to Academic Misconduct, there may still be the right of appeal within the Assessment Policy linked with the Malpractice & Maladministration Policy. If the student concerned is a Higher Education Student, the relevant policies from the partner university maybe be used if applicable. Details of who to contact in this instance will be included in the formal response from the Deputy CEO/Group Principal.

## **12.0 Record Keeping**

12.1. All instances of negative behaviour and each stage of the disciplinary process must be documented on ProMonitor. This includes records of meetings, attendees, and agreed SMART actions. Additionally, any suspensions, exclusions, and associated appeals must also be recorded to ensure transparency and consistency in practice.

12.2. Outcomes from Disciplinary and Fitness to Study procedures will be reported to the Senior Leadership Team (SLT). The SLT holds responsibility for monitoring associated data and trends, evaluating the effectiveness of resulting action plans, and assessing their impact. This process ensures the ongoing fairness and integrity of the Behaviour Management and Fitness to Study Policies and their related procedures.



## **Appendix 1: Guidance on Categories of Misconduct Minor**

### **Misconduct**

Minor misconduct includes behaviour which is persistently disruptive; which causes a disturbance or nuisance to others. The following examples of minor misconduct are for illustration only – the list is not prescriptive or exhaustive.

- Unauthorised use of mobile phones or other devices in classrooms or work environments.
- Failure to display student ID card and lanyard.
- Non-compliance with regulations regarding study areas (e.g., eating or drinking in unauthorised areas).
- Addressing staff or fellow students in an impolite, inappropriate, or offensive manner.
- Poor attendance and/or punctuality and/or unauthorised attendance.
- Misuse or unauthorised use of college facilities or property (this could also be serious or Gross misconduct, depending on the offence).
- Obstruction or disruption of SHCG processes and procedures.
- Failure to follow any reasonable instruction from any member of staff.

### **Serious Misconduct**

Serious misconduct includes threatening behaviour and bullying or harassment of staff, students, or apprentices. The following examples of serious misconduct are for illustration only – the list is not prescriptive or exhaustive.

- Peer on Peer abuse, abusive, threatening or bullying behaviour towards staff and students via any means including phone, text, emails or on internet blogs, forums, Facebook, Twitter, or any other social media.
- Intentional or reckless damage or defacement of college property or the property of other members of the College community.
- Repeated failure to wear student ID lanyard.
- Fraud, deceit, or dishonesty in relation to the College or its staff
- False or malicious allegations against college staff e.g., fabricated complaints that may have been raised initially as part of the College Complaints Procedure.
- Non-compliance with penalties imposed for minor misconduct.
- Failure to comply with college policies or procedures.

### **Gross Misconduct**

Gross misconduct is behaviour which calls into question a student's or apprentices' status as a student or apprentice of the College. The following examples of gross misconduct are for illustration only – the list is not prescriptive or exhaustive.

- Bringing the College into disrepute.
- Dealing in, possessing or using illegal substances.
- Physical assault, or threat of physical assault, on a member of staff or a student.
- Use or threaten to use a weapon
- Racial hatred or abusive actions
- Criminal conviction for any of the above/ offences against a person of a violent or sexual nature.
- Fraud, deceit, or dishonesty in relation to the College.
- Theft of property.
- Non-compliance with penalties imposed for serious misconduct.
- Abuse of College IT systems











