

There is a Welsh version of this document available.

Learner Behaviour Procedures

1. Scope and Purpose

- 1.1 Ensure a fair and consistent framework where positive behaviour is encouraged and recognised and in which disciplinary issues can be resolved within a person-centred and supportive environment.
- 1.2 Encourage a whole College approach to issues relating to behaviour management and the promotion of positive working relationships between all staff and students.
- 1.3 Provide clarity regarding behaviour(s) expected of learners and staff.
- 1.4 Determine the procedures that should be followed in the event of a learner on any level course behaves in an unacceptable manner. For learners on courses from Entry to Level 3 this procedure will also consider if they fail to sustain a satisfactory academic record. Academic issues for learners on courses at Level 4 and above are not considered under this procedure. A pragmatic approach should be applied for learners with an additional learning need, learning difficulty and/or disability as stated in 2.4 below.
- 1.5 Determine procedures and guidance and support to all staff when dealing with issues relating to behaviour management or poor academic progress (within the parameters set out in 1.4).

2 Application

- 2.1 These procedures apply to all behaviour management issues arising in respect of the behaviour of current learners of the College whilst within the College and/or whilst engaged in College related learning or other activities.
- 2.2 This procedure also applies when learners fail to sustain a satisfactory academic record for learners on courses from Entry to Level 3.
- 2.3 This procedure may also apply to learner behaviour off premises and in learners' own time where the reputation of the College is compromised.
- 2.4 It is acknowledged though that sometimes learners with additional learning needs or disabilities may display behaviour which would normally result in disciplinary action, but that it may be more useful to deal with these matters outside of these procedures. In certain circumstances the Ready to Learn Policy and procedures may be more appropriate to apply to ensure person-centred practices.

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- 2.5 Staff are asked to refer to the document, "Code of Conduct: Guidance to Safeguard Staff" and other HR policies.

3 Rights

We all have:

- 3.1 The right to feel safe within the College environment and at all times whilst involved in College related learning activities.
- 3.2 The right to learn within an environment where others demonstrate positive and appropriate behaviour.
- 3.3 The right to be treated with respect by staff, learners and others.

4 Responsibilities

We all have the responsibility:

- 4.1 To act in a manner that ensures and respects personal safety and the safety of others.
- 4.2 To allow others to learn within an environment of positive and appropriate behaviour.
- 4.3 To treat all others with respect.

5 Person-Centred Approaches to Behaviour Management

- 5.1 The College is committed to working with staff and learners to develop an understanding of positive working relationships and an awareness of the impact of individual behaviour on others. All staff and learners are responsible for supporting and encouraging positive behaviour in others and responding to incidences of disruptive behaviour in a consistent and appropriate manner.
- 5.2 All staff are expected to take a leading role in the management of behaviour during lectures and in public areas of the College. It is expected that staff will use a variety of behaviour management techniques, strategies and skills.
- 5.3 Cardiff and Vale are committed to working a restorative approach, creating relationships which aim to create a College community where individuals feel comfortable, valued and respected. A restorative approach constitutes an innovative way to deal with inappropriate behaviour which puts repairing harm done to working relationships and people over and above the need to assign blame and dispense punishment (Wright 1999).

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- 5.4 A restorative approach involves a conversation which allows everyone affected by harmful behaviour, a conflict situation or a problem the opportunity to express thoughts and feelings about what has happened, explain how they have been affected by it and what they feel needs to happen in order to repair the harm so that they may leave the situation behind. It also encourages a learner to rethink their behaviour patterns in terms of academic progress.
- 5.5 The restorative approach involves a number of key processes which include restorative enquiry (listening to draw out an individual's account of an incident), and mediation (between victim and offender).
- 5.6 The College has developed a set of values which in turn will underpin the behaviours that are required by both staff and learners to support the development of the person-centred approach. These are outlined in the Behaviour Strategy (for details see Appendix 4).
- 5.7 The college recognises that person-centred and restorative practices has the potential to make a significant contribution in;
- the College being a safer, happier, more inclusive community where people have a sense of belonging.
 - raising self-esteem and morale of individuals.
 - tackling inappropriate/bullying behaviours.
 - raising attendance and improving retention and achievement.
 - reduce exclusion and the need for exclusion.
- 5.8 Communicating a set of core values to staff and learners which will establish clear boundaries, routines and behavioural expectations and will be critical in ensuring the development of an ethos and culture of positive behaviours and working relationships This in turn will create an environment where people feel happy and comfortable to study and work and where poor behaviour is not tolerated.
- 5.9 Informing the College community about the restorative and person-centred approach to managing working relationships and the associated expected behaviours and processes to ensure that everyone is aware of what they should do in the event of inappropriate behaviour. This aims to ensure that inappropriate behaviour will be managed in an appropriate and consistent manner whilst taking the needs of individual learners into consideration to support positive outcomes.
- 5.10 Providing training for staff to support the implementation of the restorative and person-centred approach. There is an expectation that staff will work with learners to establish clear behavioural expectations and responsibilities, recognise the positive adherence to these and will clearly articulate and identify the responsibilities and consequences of failure to demonstrate appropriate behaviour.

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- 5.11 Training for learners via the induction and tutorial programmes and by using cross-college publicity and posters. An easy read version of this procedure should be made available to ILS learners and learners with an additional learning need.
- 5.12 Recording and monitoring instances of poor behaviour/poor academic progress to ensure that the correct procedure is being followed and that we respond effectively to any areas of concern or trends.
- 5.13 Reviewing regularly the effectiveness of our policy, procedure and our response to and acting on any areas of concern.

6 Procedure Workflow

- 7.1 The procedures for managing behaviour incidents are set out in Appendix 1
- 7.2 The procedures for the appeal of decisions determined by a stage 3 Final Behaviour Meeting are set out in Appendix 2.

Linked Procedures

- Bullying and Harassment
- Assessment Appeals
- Complaints and Compliments
- Ready to Learn
- Substance Misuse
- Health and Safety
- Equality and Diversity
- Safeguarding
- Plagiarism

Procedure Appendices

- Appendix 1 - Workflow
- Appendix 2 – Appeals
- Appendix 3 – Behaviour Threshold Indicators
- Appendix 4 – Behaviour Strategy

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Location and Access to the Procedure

This is available from the website and may be out of date if printed.

Date approved: September 2024	Responsible Manager: Senior Head of Learner Journey
Approved by: CQSA	Executive Lead: Assistant Principal Quality, Teaching and Learning
Review date: September 2026	Accessible to Students: Yes

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Appendix 1 – Learner Behaviour Procedures Operational Workflow

It is the expectation that all staff at Cardiff and Vale College display person-centred and restorative approaches to behaviour management and this will include regular supportive conversations with learners. These conversations should be recorded on the behaviour system and 3 negative entries would trigger a stage 1 Behaviour Concern as outlined below.

What	Who/Roles	How – the Detail	Threshold
<p><u>Stage 1 – Behaviour Concern</u></p> <p>Question Set</p> <ul style="list-style-type: none"> • What happened? • What is the reason this happened? • What behaviour needs to change? • What action is agreed (targets), and any support required/reasonable adjustments. 	<p>Lecturer / tutor/Progress Coach (Record and follow up all incidents)</p> <p>Support staff (Record only for further action by course team using the behaviour system)</p> <p>Learner needs to be present.</p>	<p>Information recorded on the behaviour system.</p> <p>Meeting with the learner – learner should be given two opportunities to attend a Stage 1 meeting. If the meeting takes place in the learner's absence, the learner should be notified of the outcome in writing.</p> <p>If support staff create a log tutors/lecturers to be notified so that it can be addressed at tutor level. (Support staff to complete what happened and any details relevant).</p> <p>Following log of concern, teaching team to discuss with learner and work through restorative questions.</p>	<p>Triggered when: Learner has 3 negative entries on the pastoral logs for any reason during a term.</p> <p>Action to take: Target setting for behaviour improvement (positive). Tutor/Progress Coach to ensure effective support and follow up.</p> <p>Escalate when: The behaviour does not improve and is persistent and repeated.</p> <p>The Tutor/Progress Coach to refer to DHoD for Stage 2 OR A Significant behaviour issue has happened.</p>

What	Who/Roles	How – the Detail	Threshold
<p><u>Stage 2 - Behaviour Warning</u></p> <p>Question Set</p> <ul style="list-style-type: none"> • What happened? • What is the reason this happened? • What is the impact? (on others or resources?) • What behaviour needs to change? • Agreed action? Target based. (discuss appropriate / reasonable adjustments if required) • Do you understand the consequences of your actions and that your place at college could be at risk? 	<p>DHOD</p> <p>Consideration to be given to include any support teams that may be linked to the learner.</p> <p>Consider Team Around the Learner meeting and whether the Ready to Learn Policy and Procedure applies.</p> <p>Learner (and parents/guardians /advocate if appropriate)</p> <p>Learner needs to be present.</p>	<p>Information recorded on the behaviour system.</p> <p>Meeting with the learner - learner should be given two opportunities to attend a Stage 2 meeting. If the meeting takes place in the learner's absence, the learner should be notified of the outcome in writing.</p> <p>For learners with wider support needs e.g. ALN/Safeguarding the Head of Learner Journey should be notified.</p>	<p>Triggered when: The learner receives further negative behaviour entries indicating issue has not improved OR Learner fails to meet targets set out at stage 1 OR A Significant behaviour issue has happened.* <small>*Significant behaviour issues will cause this stage to trigger immediately</small></p> <p>Action to take: Behaviour warning Issued / Temporary Exclusion set.</p> <p>Targets and timeframe to be included in the initial meeting and follow up action plan. Tutor/Progress Coach to ensure effective support and follow up.</p> <p>Escalate when: If the behaviour does not improve and is persistent and repeated the Tutor/Progress Coach to refer to HoD/SHoD for Stage 3.</p>

What	Who/Roles	How – the Detail	Threshold
<p><u>Stage 3 - Final Behaviour Review</u></p> <ul style="list-style-type: none"> Do you understand that you have been asked to attend this meeting as your place at college may be at risk? Explain what has brought you to this point and why actions/outcomes have not been achieved? If the learner is unable to explain, a clear outline and rationale should be provided. Is there anything else you think we should know? Let the learner know what will happen next and explain the four potential outcomes below in a way that they will understand. 	<p>HOD/SHoD/Assistant Principal</p> <p>Learner</p> <p>Parents/guardians /advocate (if appropriate)</p> <p>(DHoD if appropriate)</p> <p>Learner needs to be present.</p>	<p>Information recorded on the behaviour system. My Concern record may be available.</p> <p>Meeting with the learner - learner should be given two opportunities to attend a Stage 3 meeting. If the meeting takes place in the learner's absence, the learner should be notified of the outcome in writing.</p> <p>Outcome of Final Behaviour Warning should be recorded on the behaviour system. EBS should also be updated and any conditions to re-enrolment should be sent to Student Services to add a note to the learner's record.</p> <p>If the learner is at risk of being NEET they should be signposted for support e.g. Careers, Multi-Agency ALN Transition (MAAT) Forum etc.</p>	<p>Triggered when: The learner shows no improvement against timeframe and targets set out in Stage 2 OR A Major behaviour issue has happened.* <small>*Major behaviour issues will cause this stage to trigger immediately.</small></p> <p>Action to take: There are four potential outcomes from this meeting:</p> <ol style="list-style-type: none"> Learner remains on course with further targets set. Further investigation is required following material disclosed at the meeting, requiring a follow up meeting. Suspension for a fixed term Exclusion <p>Decision Method – Senior Manager and HOD consult and agree the decision. Learner is informed of the decision. If the outcome is suspension or exclusion a formal exclusion letter is sent to the learner within 5 working days of the meeting. This is actioned by the Senior Manager with a copy sent to Head of Learner Journey.</p>

Appendix 3 – Appeals

Rationale

The appeals procedure is in place to ensure that learners are treated fairly and have the right to appeal the outcome of the Learner Behaviour process. A learner cannot appeal on a decision of fact e.g. witness statements, screen shots, physical evidence.

Learners have a right to appeal if they consider the process:

- has not given the learner the opportunity to have their case fairly heard;
- has treated them unfairly throughout the process;
- has not followed the College's Learner Behaviour Policy and procedures.



Procedure

- The learner must lodge their appeal in writing to the Assistant Principal Quality, Teaching and Learning within 5 working days of notification of their exclusion from the College.
- An Appeals Panel will meet within 10 working term time days of the appeal being received by the College.
- The Appeals Panel will consist of 3 people drawn from the College's management team. The members of the panel will not be connected with the original Behaviour process.
- The learner may present their case to the Appeals Panel and may bring witnesses to support their case and may be accompanied by a parent, guardian or friend. Learners under the age of 19 will be expected to bring a parent/guardian with them.
- Any new evidence to be brought by the learner must be submitted to the College 5 working days before the appeal is heard.
- If you cannot attend the hearing because of circumstances beyond your control you should advise the College as soon as possible. The College will make all reasonable efforts to reschedule any hearing. However, if you do not inform the College that you cannot attend the Appeals Panel will go ahead in your absence.

Outcome

The outcome of the appeal may be:

- To confirm the decision of the original panel.
- To modify or overturn the decision of original panel.

The judgment of the appeals panel is final and there is no further right of appeal. This will be issued in writing to the learner within 3 working term time days of the hearing.

Appendix 4 – Behaviour Thresholds - Guidelines

Please consider these guidelines within the scope of these procedures ie for learners on courses from Entry to Level 3 this procedure is used to manage unsatisfactory academic performance but academic issues for learners on courses at Level 4 and above are not considered under this procedure.

Behaviour Thresholds

(The below lists are not exhaustive and departmental specific behaviour concerns for each level should be added at the discretion of the Hod/ DHod depending on the requirements of the course that the learner is enrolled on.)

Behaviour Concerns

- Persistent lateness, unexplained absences on 3 occasions within 1 term, use of mobile phone in classes.
- Not submitting coursework or assignments without prior explanation.
- Not following reasonable instructions.
- Low level cheeky/disrespectful remarks.
- Disrupting a class or other College area/activity. e.g talking loudly, swearing (not directed at anyone in particular), play-fighting.
- Smoking outside of the designated smoking areas.
- Inappropriate behaviour on college transport.
- Wearing inappropriate clothing. (e.g. t-shirts which display words/images that could offend). Please refer to the Learner Dress Code Policy and procedures.

Significant Behaviour Concerns

- Verbal abuse/facing up to a member of staff/ fellow learner. (that may involve swearing)
- Inappropriate comments towards others based on grounds of gender, race, sexual orientation, disability or religious belief etc.
- Fighting. (not to include play fighting)
- Deliberate damage to college property or the property of others.
- Being under the influence of alcohol. Please refer to the Substance Misuse Policy and Procedure for further guidance.
- Serious incidents of bullying (including Cyber bullying)
- Breaches of health and safety regulations, e.g. interference with safety notices/H & S equipment
- Misuse of internet or other computer related programmes or equipment, e.g. for the purpose of viewing obscene materials/possession of obscene materials
- Misuse of mobile phones e.g. inappropriate capture, use or distribution of images.
- Inappropriate sexual behaviour
- Plagiarism should be treated as serious or gross misconduct under this Policy, depending on the circumstances.

Major Behaviour Concerns

- Abusive language/threats against a member of staff, a fellow student or visitor.

- Harassment/victimisation of others based on grounds of gender, race, sexual orientation, disability, or religious belief etc. Please refer to E&D and Bullying and Harassment Policy and Procedures for further guidance.
- Physical assault.
- Carrying an offensive weapon.
- Deliberate damage to college buildings or property or the property of others.
- Being under the influence of illegal drugs, in possession of alcohol, illegal drugs.*Link to Substance Misuse policy
- Attempting to buy or sell illegal drugs on college premises. Please refer to the Substance Misuse policy and procedures for additional guidance.
- Theft of property.
- Mugging.
- Committing arson on college premises.
- Plagiarism should be treated as serious or gross misconduct under this Policy, depending on the circumstances.

Please note the following:

The above lists are neither prescriptive nor exhaustive – they are intended as a guide only. The categorisation of misconduct is a matter of professional judgement, and this may alter as a result of information gained in investigating or hearing the matter. In cases of significant behaviour incidents, the learner may be temporarily suspended pending investigation. In cases of major behaviour concerns, the learner will be suspended pending investigation and invited to a Final Behaviour Review. Major behaviour incidents could result in permanent exclusion from college.

Junior Apprentice Final Behaviour Reviews will be attended by College and Local Authority representatives. Any excluded learners may be referred back to schools or to other partner organisations.

Certain conduct may potentially constitute a breach of law and will normally be reported to the police.

Appendix 5 – Behaviour Strategy

Behaviour Strategy

As a college community

We are...

Safe

Ready

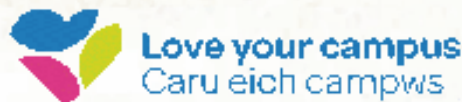
Learning

We are...	We show this by:
We are safe	Wearing our lanyards Following H&S guidance Displaying positive behaviours Listening Being polite Respecting others, college facilities and the environment Showing a culture of kindness Being inclusive Valuing each other Looking after ourselves and others Following college instructions/rules Reporting any concerns (QR code feel safe)
We are ready	Being on time Being in the right place Having what I need to learn Being prepared for class Being ready to engage and work with others

Appendix 5 – Behaviour Strategy

	<p>Showing an openness to learn</p> <p>Leaving the classroom ready for the next group – tidy, clean, equipment and furniture.</p>
We are learning	<p>Engaging and contributing</p> <p>Taking notes</p> <p>Studying out of class</p> <p>Doing homework and assignments</p> <p>Actively listening and participating</p> <p>Not giving up</p> <p>Bouncing back from setbacks</p> <p>Following instructions and agreed behaviours</p> <p>Respecting resources and equipment and using them safely.</p>

Love your Classroom



WE ARE READY AND SAFE

BEFORE TEACHING AND LEARNING:

- All tables, chairs and equipment are in place to meet the need and capacity of the room.
- All appropriate resources are in place and in a safe, working order.



WE ARE LEARNING AND SAFE

DURING TEACHING AND LEARNING:

- No eating or drinking in class - **only water is allowed.**
- Follow behaviour rules appropriate to specific activities underway [workshop / labs / ICT / Sports equipment].
- Respect resources and equipment by using them safely and correctly. Keep yourself and others safe.

WE ARE READY AND SAFE END OF TEACHING AND LEARNING:



Seats under the table



All rubbish recycled / disposed of appropriately



All equipment back in place



Report any damage / issues to the correct department [e.g. IT / Estates / HoD]

PLEASE LEAVE YOUR LEARNING SPACE AS YOU WOULD EXPECT TO FIND IT

BEHAVIOUR @CAVC - QUESTION SETS

These questions will help you at each stage of the procedure.

STAGE 1 - BEHAVIOUR CONCERN

Suggested Questions:

- What happened?
- What is the reason this happened?
- What behaviour needs to change?
- What action is agreed (targets), and any support required/reasonable adjustments.



STAGE 2 - BEHAVIOUR WARNING

Suggested Questions:

- What happened?
- What is the reason this happened?
- What is the impact? (on others or resources?)
- What behaviour needs to change?
- Agreed action? Target based. (discuss appropriate / reasonable adjustments if required)
- Do you understand the consequences of your actions and that your place at college could be at risk?



STAGE 3 - FINAL BEHAVIOUR REVIEW

Suggested questions:

- Do you understand that you have been asked to attend this meeting as your place at college may be at risk?
 - Explain what has brought you to this point and why actions/outcomes have not been achieved?
 - If the learner is unable to explain, a clear outline and rationale should be provided.
 - Is there anything else you think we should know?
- Let the learner know what will happen next and explain the four potential outcomes below in a way that they will understand.



BEHAVIOUR @CAVC - THRESHOLDS

STAGE 1 - BEHAVIOUR CONCERN

- Persistent lateness, unexplained absences on 3 occasions within 1 term, use of mobile phone in classes.
- Not submitting coursework or assignments without prior explanation.
- Not following reasonable instructions.
- Low level cheeky / disrespectful remarks.
- Disrupting a class or other College area/activity. e.g talking loudly, swearing (not directed at anyone in particular), play - fighting.
- Smoking outside of the designated smoking areas.
- Inappropriate behaviour on college transport.
- Wearing inappropriate clothing. (e.g. t-shirts which display words/images that could offend). Please refer to the Learner Dress Code Policy and procedures.

STAGE 2 - SIGNIFICANT BEHAVIOUR CONCERNS

- Verbal abuse/facing up to a member of staff/ fellow learner. (that may involve swearing)
- Inappropriate comments towards others based on grounds of gender, race, sexual orientation, disability or religious belief etc.
- Fighting. (not to include play fighting)
- Deliberate damage to college property or the property of others.
- Being under the influence of alcohol. Please refer to the Substance Misuse Policy and Procedure for further guidance.
- Serious incidents of bullying (including Cyber bullying)
- Breaches of health and safety regulations, e.g. interference with safety notices/H & S equipment
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- Misuse of mobile phones e.g. inappropriate capture, use or distribution of images.
- Inappropriate sexual behaviour
- Plagiarism should be treated as serious or gross misconduct under this Policy, depending on the circumstances.

STAGE 3 - FINAL BEHAVIOUR REVIEW

Suggested questions:

- Do you understand that you have been asked to attend this meeting as your place at college may be at risk?
 - Explain what has brought you to this point and why actions/outcomes have not been achieved?
 - If the learner is unable to explain, a clear outline and rationale should be provided.
 - Is there anything else you think we should know?
- Let the learner know what will happen next and explain the four potential outcomes in a way that they will understand.