

Document Title	Behaviour Support and Intervention Policy
Type of document	Corporate
Brief summary of contents	Policy in support of behaviour management and disciplinary procedures in the event of behavioural issues
SLT member responsible for policy	Vice principal - Curriculum
Date written	1 st August 2023
Date last revised	1 st July 2024
This document replaces	Previous Behaviour Support and Disciplinary Policy
Approval route/consultation	SLT, ELT
Head of Department (HOD) responsible for policy	Vice Principal - Curriculum
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Contact details	Execadmin@RNNGroup.ac.uk
Publication location	Metacompliance, Portals, websites
Date of final approval	24 th September 2024
Date policy becomes live	24 th September 2024
Review period	Annual
Related documents	N/A
Keywords	Behaviour, support, discipline, disciplinary
Training needs	All Staff

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Behaviour Support and Disciplinary Policy

Version 2.0

25th September 2024

Version Control Table

Date	Version No	Summary of Changes	Changes Made By
1 st August 2023	1.0	Creation of policy	Director of Safeguarding and Student Support/ Vice Principal - Curriculum
1 st July 2024	2.0	Review of policy	Director of Safeguarding and Student Support/ Vice Principal - Curriculum

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1. Purpose and scope

- 1.1 The RNN Group (hereinafter referred to as the 'Group') is committed to promoting and maintaining an environment where positive and professional behaviours are demonstrated at all times. Which equips all students with the life skills they will require to become a successful citizen.
- 1.2 The Group promotes strong relationships built on trust, equality and respect. These are encompassed in the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- 1.3 The purpose of this policy is to help learners take responsibility for their own behaviour and for the consequences which may arise as a result of their behaviour choices.
- 1.4 The policy applies to all students during all college related activities and events both within and outside of the Group buildings.

2. Aims

- 2.1 The policy aims to clearly outline the Group's High Expectations and all steps which will be taken to model and develop these behaviours with students.
- 2.2 The Policy requires everyone to follow the provisions contained herein, leading to;
 - Empowerment for staff and improvement to staff wellbeing.
 - Collaborative working and shared values.
 - Improved communication and sharing of information.
 - Consistent practice across curriculum areas and campuses.
 - Reduction in higher level disciplinaries.
 - Increased retention and student satisfaction.
 - Positive behaviours modelled by all students.

3. General Principles

- 3.1 Staff to role model good behaviour
 - a) Developing and maintaining positive relationships underpins and is key to the success of the implementation of a positive behaviour policy, examples here include meeting and greeting students whenever a staff member encounters them; a smile and a hello can help a student feel welcomed and valued. It is essential that staff provide a role model of calm adult behaviour and emotional control which separates the behaviour from the individual student examples here include maintaining a calm response to challenging behaviour; not matching the level of emotion the student may be displaying.
 - b) Underpinning the positive behaviour approach is the simple reality that everyone likes to be praised for what they do well. Studies show that staff who praise students achieve better results from them and from other students who notice and copy this good behaviour.
 - c) In order to set high expectations for students, staff need to promote a positive culture, which will focus on reward and recognition instead of punitive action.
 - d) Minimum expectations of staff;
 - Consider every day as a fresh start.

- Greet all students at the door in a friendly and respectful manner.
- Model respectful language always.
- Be interested in who the students are as individuals.
- Engage students in decision making within the classroom or workshop where possible.
- Teach and model excellent practice.
- Use affective statements and questions to ensure that mood is considered throughout the session.
- Reward, reward, reward.
- Never remove a reward once given.
- Work with learners to understand the triggers to poor behaviours.
- Whole group punishments are never fair or justified.
- Sanctions should always be proportionate.

3.2 Group High Expectations

- a) The Group's High Expectations will be shared with all students prior to and during Induction activities at the beginning of the academic year. They outline the professional behaviours and attitudes which we expect students to adhere to. These expectations apply to students whilst on Group premises, when taking part in Group organised activities off campus and including any activities which may be delivered online.
- b) All students are expected to take responsibility for their own learning by;
- Displaying positive attitudes and professional behaviour at all times.
 - Working hard to achieve agreed goals and completing work to high, industry standards.
 - Maintaining positive attendance records.
 - Engaging in personal development including the successful completion of work placement and participation in enrichment activities.
 - Regularly checking personal progress and recording the knowledge, skills and behaviours developed to support next steps.
 - Respecting the safety of others by adhering to the Group's rules.
 - Being caring, courteous and inclusive.
 - Developing strategies to minimise or overcome behaviour issues affecting their learning.
 - Showing respect and consideration for one another.
 - Valuing the Group environment and resources through keeping all areas clean, safe and tidy.
 - Updating Tutors should any personal details or circumstances change.

3.3 Maintaining a healthy and safe campus

It is the responsibility of all Group staff to reinforce the Group's High Expectations, ensuring that our campuses are clean, tidy and safe. Should staff discover students in areas where they have left litter or who may be smoking in non-designated areas (including the use of vapes), students should be challenged and asked to tidy up the area / move to a designated smoking area. Vapes are not permitted on Group premises outside of designated smoking areas. Appropriate intervention will be applied for the individual/group of students who are seen to be leaving rubbish, causing a disturbance or repeatedly being asked to move to the designated spaces.

4. Understanding the Triggers

Understanding the triggers behind poor behaviour is essential for staff to effectively address and prevent such behaviour in learners. By working collaboratively with students, staff can gain insights into the underlying causes and together with the student develop proactive strategies. For example, a student's disruptive behaviour in class may be triggered by lack of understanding and feeling embarrassed to ask for support because they had experienced bullying in school. In another instance, a student's reluctance to participate in group activities might stem from past experiences of social exclusion. Identifying these triggers enables targeted interventions, such as openly discussing the support available through additional learning support, facilitating smaller group interactions, fostering a more positive and inclusive learning environment. Through identifying the triggers, learners must take ownership of them, be responsible for trying strategies and reviewing progress. There may be times where external support is required e.g. Early Help, CAMHS, Youth Justice, Young Carers etc may be involved to provide specialist support.

When introducing a positive behaviour action plan, staff will work with learners, parents (where appropriate) and support services (college based or external services) to remove/ reduce barriers and develop strategies to reduce the impact of trigger on the learning environment. Students must fully engage in this process and act to make the positive changes required. This will be an ongoing process between staff and students, with all parties understanding that this is about personal development and that there is not a one size fits all solution.

Behaviour	Possible Trigger for Poor Behaviour	Strategies to Support Learners
Non-attendance	Travel issues Carer responsibilities Lack of organisation skills	Discussion points; <ul style="list-style-type: none"> - Is there public transport available? - Have you applied for bursary? - Is there support for you as a carer? - Can timetable be modified or is there a work from home option for specific times - Do they have a routine, mechanisms for managing time – alarm clock. - Understanding of expectations for attendance
Refusal to follow instructions or complete work, challenges authority, avoids eye contact, expresses negative comments about teachers or school	Distrust of teachers/ negative experiences at school. Feeling embarrassed to ask for help	Build positive relationships, increase transparency, offer opportunities for success, use restorative practices, collaborate with parents/guardians Awareness raising by staff on Additional Learning Support options. Complete a progress review and discuss strategies for the learner to let the tutor know they need support.
Difficulty concentrating, falling asleep in class, irritability, low energy levels, lack of motivation	Staying up late playing games Working a part time job to support the family finances	Flexible learning opportunities, incorporate movement & active learning, choice & relevance, collaborative learning, positive reinforcement, open communication, parent/guardian collaboration Complete Bursary application/ request hardship support.

Outbursts of anger, verbal or physical aggression, difficulty calming down, disruptive behaviour, withdrawal or isolation	<p>Anger management difficulties</p> <p>Previous trauma</p>	<p>Teach emotional regulation skills, create a safe environment, use proactive strategies to take a moment/ time out, speak to a trusted adult.</p> <p>Offer individual support, collaborate with professionals, positive reinforcement</p> <p>Explore support agencies e.g. Social Care, Women's aid, CAMHS, Tamkeen.</p>
Difficulty making friends, inappropriate comments or actions, misinterpreting social cues, interrupting others, struggling with group work	<p>Lack of understanding of social expectations</p> <p>Gaps in education</p> <p>Moved houses/ areas/ families</p>	<p>Explicit social skills instruction, class code of conducts, visual supports, peer mentoring & modelling, positive reinforcement, clear expectations, individualised support</p> <p>Provide clear and consistent behaviour management. Class conduct where learners create the class rules/ expectations.</p> <p>Work with Virtual Schools/ LAC Designated Lead. Access the Mentor team. Work openly to build trust.</p>
Challenging behaviour	Unidentified /Unsupported learning need or disability	Learning Support Assessment to be arranged. Pastoral support to be arranged.

5. Behaviour deemed Misconduct and Serious Misconduct

This guidance is intended to assist students and staff in identifying those forms of behaviour which are considered unacceptable and which may result in disciplinary action being taken against students.

5.1 Unacceptable Conduct:

Any conduct that adversely impacts on teaching and learning is disrespectful to other members of the Group or to the individual College community. This includes any direct or indirect discrimination or harassment of protected characteristics (as defined in the Equality Act 2010), any conduct where Group property is damaged, or any behaviour which breaches the Group's High Expectations (see Appendix 1). In most cases, the use of mobile phones and devices to support learning will be encouraged, however there will be times when mobiles should not be used and once stated, these rules should be respected and adhered to. Inappropriate behaviour on social media (including that directed towards others students) will be challenged. Some examples of misconduct could also be gross misconduct, depending on their seriousness. The Group will review the individual circumstances to determine this.

The list of examples are not exhaustive and professional judgement should be used when assigning a stage. If in doubt, please discuss concerns with your line manager.

5.2 Examples of Misconduct: (usually managed at stage 1 or 2)

Where normal behaviour management approaches have been exhausted and the student continues to fail to respond to staff instructions, guidance and reprimands.

- Persistent lateness or absences (including to online learning activities).
- Disrespectful attitudes and behaviours towards others (including online) which may include protected characteristics as outlined in the Equality Act 2010.
- Inappropriate language.

- Persistent lateness in submitting work or non-completion.
- Persistent failure to engage with and/or to complete tasks set and/or assessments/ exams.
- Persistent use of non-work-related software/web pages/social media in class or using Group IT equipment.
- Preventing others from learning.
- Anti-social behaviours or attitudes.
- Disrespectful behaviour towards Group resources, facilities and environment e.g. damaging learning resources, leaving litter, not leaving social spaces tidy.
- Plagiarism (depending upon level of severity, this may be dealt with immediately at Formal Stage 1 or 2).

5.3 Examples of Serious Misconduct: (usually managed at stage 2 or 3)

- Bullying, harassment or intimidating behaviour – including text/cyber bullying.
- Abuse of the Group's computer network including inappropriate use of the internet.
- Breaches of the Equality, Diversity and Inclusion policy and practices of the Group, for example racist, homophobic or sexist comments.
- Behaviour of a sexualised nature which would be identified as sexual harassment or sexual violence.
- Bringing the Group into disrepute either on or off premises, and during or outside of the Group's normal operating hours.
- Plagiarism (depending upon the level of severity - this may be dealt with immediately at Formal Stage 1 or 2).
- Malpractice (academic cheating, please see the Malpractice and Maladministration Policy for guidance).
- Theft.
- Damage to property.
- Violence or threats of violence.
- Criminal activities.
- Serious breaches of the Health and Safety requirements of the Group.
- Possession of a weapon.
- Possession or use of any illegal substances including alcohol.
- Incapacity or inability to undertake studies caused by being, admitting to being, or appearing to be, under the influence of alcohol, illegal drugs, solvents or substances, or through the misuse of legally prescribed or non-prescribed drugs.

5.4 Examples of Gross Misconduct (which may require Stage 4)

- Supplying of illegal substances.
- Causing serious physical harm.
- Behaviour of a sexualised nature identified as sexual harassment or sexual violence.
- Serious breaches of the Health and Safety requirements of the Group.

6. Suspension

Where behaviour poses a risk to the learner, other learners, staff or the Group, a fixed term suspension may be used to provide an opportunity to keep everyone safe and to allow time to investigate concerns. This must be confirmed to the parents or carers of those under 18 (or under 24 in the case of learners' subject to an Education, Health and Care Plan (EHCP)), before

the learner is asked to leave the premises and followed up in writing to the learner and parents if under 18 or under 24 if subject to an EHCP. The decision to suspend a learner can be made by the Director of Campus, this can be managed with approval by a Curriculum Manager. In the absence of a Director of Campus being available, the decision can be made by a member of the Senior Leadership Team who can be contacted via the Exec Admin Office on each Campus site. The responsibility of informing the parent and the learner sits with the member of staff making the decision to suspend. Where possible the learner's lanyard should be held until the outcome of the meeting. The register code for a suspension is Q.

Responsibilities;

- Decision to suspend **Director of Campus/SLT Member.**
- Informing the student and parent where appropriate **Director of Campus/CM/SLT Member.**
- Inform Curriculum Admin/ Exec Admin of the suspension and stage **Director of Campus/SLT Member.**
- Update registers with Q mark for the 5 days of suspension **Curriculum Admin.**
- Booking a meeting and sending invites **Curriculum Admin (stage 3)/ Exec Admin (stage 4).**

7. Criminal Behaviour

The Group reserves the right to report potential or suspected criminal activity to the police, and/or to advise victims of such activity of their right to do so. If an incident is serious and of a criminal nature, the Group may defer disciplinary action pending the outcome of any criminal proceedings. In some circumstances, the Group may also take the decision to suspend, temporarily withdraw or withdraw the student until the outcome of such proceedings is known. Use the template letters (appendix 13 and 14) as appropriate.

8. Failure to meet academic standards

8.1 All courses depend on high levels of commitment, completion of tasks set and the production of required work by the student. This will include, but will not be limited to;

- Completion and submission of assignments/course work on time.
- Completion of homework and research set to aid learning.
- Engagement and progress being made in class (including online).
- Completion of any work placement required by the course.
- Attendance, engagement and completion of assessments and exams.

8.2 Any student who fails to meet these requirements without satisfactory explanation will be regarded as neglecting their academic obligations. In the first instance, the Tutor will hold a review meeting which will be recorded on ProMonitor (under My progress meetings) to set intervention targets in order to support students in catching up; this may include a requirement to complete work under staff supervision during lunchtimes or in non-timetabled hours. Should a student fail to meet these targets without satisfactory explanation and the student's performance still does not improve, the Curriculum Team Leader (including Maths and English) will initiate the Behaviour Support & Intervention procedure.

9. Support for students with Education Health Care Plans (EHCP)

The Group has a responsibility under the SEND Code of Practice to liaise with the Local authority where a student has an EHCP and is potentially at risk of losing their place. The EHCP Coordinators should be informed and provide advice at all stages of the Student Behaviour & Intervention procedure.

10. 14 – 16-year-old students

10.1 All students enrolled as Elective Home Educated Learners or on a school partnership programmes are subject to the procedures set out in this policy. In addition to any actions by the Group, a school may also instigate their own processes. If this is the case the Group and School should work together to ensure the appropriate process is used to maximise the chance of re-engagement, avoid duplication and to ensure that a shared and consistent approach is provided wherever possible. Causes for concern regarding 14-16 year olds should be referred in all instances to the 14 – 16 Co-ordinator who will notify the parents/school, co-ordinate a meeting with the Local Authority/ school lead and where the relevant, the college tutor may attend. Depending on the nature of the issue it may be appropriate for the school pupil and their parent / carer to also attend any such meeting.

10.2 Under no circumstances should 14-16 students be sent home or back to school without the knowledge and agreement of the 14 – 16 Lead, School Staff and parents/carers/guardians.

11. Student Disciplinary Procedure

All disciplinary meetings / actions must be recorded on ProMonitor and be visible to students. Student Support colleagues should be invited to support where possible and appropriate throughout the procedure.

Through out this process, the RNN Group will work with both the learner and their family where appropriate to provide opportunities for success. The learner must be engaged at all stages of intervention and be willing to access the support methods made available to them, with every intention of meeting our high expectations and completing their course with positive behaviours and attitudes.

There are times when intervention is not successful and through out this process of inclusion meetings there are the following potential outcomes;

- No further action.
- Positive Action Plan.
- First stage warning.
- An opportunity to study a different course (dependent on the time of year).
- An opportunity to study at another college campus e.g. move from NNC to DVC.
- Final stage warning.
- IAG/ Careers guidance appointment.
- Exclusion for the current academic year.
- Exclusion for fixed 12-month period (this could rule out the next academic year).
- In exceptional circumstances permanent exclusion from the RNN Group.

11.1 If the learner has an Education, Health Care Plan, is a Looked after Child or pre-16 student, parents/ carers and external services should be informed at all stages and the relevant Student Support staff member should be included in meeting/ Promonitor comments.

11.2.1 Where the behaviour raises a safeguarding concern e.g. drug use/ supply, serious violence, suspicion of weapons the Safeguarding Team should be informed and involved in meetings where appropriate.

11.2.2 The Director of Campus and Curriculum Manager must complete a risk assessment for the learner to remain in learning and on campus. This needs to be completed in liaison with Health and Safety Team and/or ALS and/or Safeguarding (appendix 16).

11.3 It is the responsibility of the curriculum team (or requesting party) to provide accurate information both on Promonitor and to allow correspondence to be created. Please use the letter templates provided (appendix 5-12)

11.4 Inclusion stage 1 meeting

Where a learner's behaviour falls below expectation, this must be challenged by the member of staff who witnesses it. By addressing concerns early, it should stop behaviours escalating. The concern must be logged on the learner comments section of ProMonitor and a meeting should be arranged and a meeting created on 'My progress meetings' within 5 days. At the Inclusion meeting – stage 1, the Tutor, along with the member of staff who raised the concern should meet with the learner and parent (where appropriate) to discuss the concerns and look at positive ways of supporting the learner. This can include;

- The offer of pastoral support via the Mentors (cannot be mandatory).
- An Additional Learning Support assessment, where there is an unmet need relating to SEND or learning difficulty.
- Access to additional learning opportunities e.g. E&M coaches.
- Signposting to internal enrichment activities.
- Signposting to external support.

Within the meeting a positive action plan (appendix 3) must be created, with all parties agreeing to the actions and a review date. This review date should be within 4 weeks.

If at the review of the Positive Action Plan, there has been no change or an escalation of behaviours, this should be recorded on the learner meetings and a decision needs to be made as to whether to extend the review period or to progress to an Inclusion meeting stage 2. If an extension to the review meeting is decided upon then the new review period must be within 4 weeks of the date of the extension.

Responsibility:

- Recording initial concern on Promonitor: **Staff member who witnessed the behaviour.**
- Requesting the meeting and chairing meeting: **Tutor/ E&M Tutor/ E&M Coach.**
- Sending correspondence including Positive Behaviour Action Plan: **Curriculum Admin Team.**
- Issuing and reviewing the Action Plan: **Tutor/ E&M Tutor/ E&M Coach.**

11.5 Inclusion stage 2 meeting

Where behaviour is classed as misconduct and against the high expectations of the RNN Group, the CTL should arrange an Inclusion meeting at stage 2. The concern must be logged on the learner comments section of ProMonitor and a meeting should be arranged with a meeting created on 'My progress meetings' within 5 days. At the Inclusion Stage 2, the CTL, along with the member of staff who raised the concern should meet with the learner and parent (where appropriate) to discuss the concerns and look at positive ways of supporting the learner. This can include;

- The offer of pastoral support via the Mentors (cannot be mandatory).
- An Additional Learning Support assessment, where there is an unmet need relating to SEND or learning difficulty.

- Access to additional learning opportunities e.g. E&M coaches.
- Signposting to internal enrichment activities.
- Signposting to external support.

Within the meeting a Positive Behaviour Contract (appendix 4) must be created, with all parties agreeing to the actions and a review date. This review date should be within 2 weeks unless such a date would fall within a period of academic break.

If the learner has an Education, Health Care Plan, is a Looked after Child or pre-16 student, parents/ carers and external services must be informed and the relevant Student Support staff member should be included in meeting notes.

The potential outcomes from an Inclusion Stage 2 meeting are;

- No evidence – no warning issued.
- Stage 2 warning and a Positive Behaviour Contract.

If at the review of the Positive Behaviour Contract, there has been no change or an escalation of behaviours, this should be recorded on the learner meetings and a decision needs to be made as to whether to extend the review period or to progress to an Inclusion stage 3 meeting.

Responsibility:

- Recording initial concern on ProMonitor: **Staff member who witnessed the behaviour.**
- Requesting the meeting and chairing meeting: **CTL/ Deputy Head of English and Maths.**
- Feeding back outcome to student and parent where appropriate, informing Curriculum Admin Team of outcome and proofing letter: **CTL/ Deputy Head of English and Maths.**
- Sending correspondence including Positive Behaviour Action Plan: **Curriculum Admin Team.**
- Issuing and reviewing the Action Contract: **CTL/ Deputy Head of English and Maths.**

11.6 Inclusion stage 3 meeting

Where a learner exhibits behaviours that classify as serious misconduct, the Curriculum Manager must be informed and the concern must be logged on the learner comments section of ProMonitor and, a meeting should be arranged with the meeting created on 'My progress meetings' within 5 days.

An Inclusion Meeting stage 3 can be held to review ongoing escalating behaviour or for a one-off incident that warrants entering the at stage 3.

In this meeting the Curriculum Manager should chair the meeting, with a panel including another member of College Management Team E.g. Curriculum Manager from a different department or a Business Support Manager. The meeting should consist of;

- An explanation of the behaviour witnessed from the curriculum team/ reporting staff member, this can be verbal or written.
- Evidence of interventions that have been put in place to support the learner e.g. ongoing pastoral or additional support, positive action plans.
- Clear commentary on ProMonitor to evidence concerns.

The potential outcomes from an Inclusion Stage 3 meeting are;

- No evidence – no warning issued.

- Final warning and Positive Behaviour Contract or Renewed Behaviour contract.
- Referral to Inclusion stage 4 panel due to findings from investigation.

Responsibility:

- Recording initial concern on Promonitor: **Staff member who witnessed the behaviour.**
- Requesting the meeting and chairing meeting: **Curriculum Manager/ Head of English and Maths.**
- Feeding back outcome to student and parent where appropriate, informing Curriculum Admin Team of outcome and proofing letter: **Curriculum Manager / Head of English and Maths.**
- Sending correspondence including Positive Behaviour Action Plan: **Curriculum Admin Team.**
- Issuing and reviewing the Action Contract: **Curriculum Manager.**

12. Inclusion Stage 4 Panel

This stage is managed by the Director of Campus, with support from a second member of the Senior Leadership Team (SLT).

There are two reasons for an Inclusion stage 4 panel to be called;

- Breach of Final Warning/ Behaviour contract (including renewed).
- Gross misconduct that can not be managed at stage 3, e.g. Serious violent behaviour, supplying drugs.

Please note stage 4 should be used as a last resort, where other intervention is not available or suitable. Due to the level of concern, the learner should be suspended pending the Inclusion Stage 4 meeting. The decision to suspend a learner can be made by the Director of Campus, this can be managed with approval by a Curriculum Manager. In the absence of a Director of Campus being available, the decision can be made by a member of the Senior Leadership Team. The person making the decision, should inform both the learner and the parent (for those under 18/ with an EHCP) of the suspension and meeting.

Where a learner's behaviour is so serious, it can go straight to an Inclusion Stage 4 Meeting. The Curriculum Manager should ensure that an investigation is carried out into the concerns. This includes;

- Having evidence of the behaviour e.g. witness statements, CCTV, social media content.
- That Promonitor is accurate and up to date.
- Evidence of interventions and support offered/ utilised.

Where a learner breaches their contract and is suspended pending the Inclusion Stage 4 meeting. It is essential that curriculum teams collate;

- Evidence of the breach, including details on behaviours.
- Promonitor comments, relevant to the incidents.
- Evidence of interventions and support offered/ utilised.

The concern must be logged on learner comments on ProMonitor and a meeting should be arranged and a meeting created on 'My progress meetings' within 5 days.

The panel will consist of the Director of Campus, who will act as chair and Director of Safeguarding and Student Support*. The department Curriculum Manager, the learner and parent/ carer/ representative (as appropriate) will be invited and expected to attend. Where learners and representatives are unable to attend, the meeting may be rearranged once, if they fail to attend a decision can be made in their absence.

*In every effort to be timely, other Senior Leaders may be required to step in, to reduce delays in the process.

The panel will review the following;

- A verbal update from the Curriculum manager including the findings from investigations.
- Promonitor comments and reports from staff.
- Any evidence provided by the learner.

There will be an opportunity for the Learner to respond to the case provided by the Curriculum Manager.

The outcome decision will be made after all information has been shared and will be verbally communicated by the Director of Campus to the learner within 5 working days and be followed up in writing within 10 working days.

Responsibility:

- Recording initial concern on Promonitor: **Tutor/ CTL/ Staff member who witnessed the behaviour.**
- Requesting the meeting: **Curriculum Manager/ Head of English and Maths.**
- Date for meeting to be scheduled by **Exec Admin.**
- Chairing meeting: **Director of Campus.**
- Feeding back outcome to student and parent where appropriate, informing Curriculum Admin Team of outcome and proofing letter: **Director of Campus.**
- Sending correspondence including Positive Behaviour Action Plan: **Executive Admin Team.**
- Issuing and reviewing the Action Contract: **Director of Campus.**

13. Appeals

- 13.1 All students have a right to appeal against decisions of either permanent exclusion, withdrawal from the course, or formal suspension.
- 13.2 Appeals should be made in writing within 5 working days, via email to Exec Admin (execadmin@rnnngroup.ac.uk) or handed in by a representative at reception or posted to RNN Group, Eastwood Lane, Rotherham S65 1EG for the attention of Exec Admin. This will be lodged with the Vice Principal - Curriculum within 5 working days of the disciplinary meeting or formal disciplinary action, stating clearly the reasons for the appeal. If no appeal is made within 5 working days of the disciplinary meeting, there will be no further opportunity for appeal.
- 13.3 The appeal interview will take place within 10 working days of the notice of appeal being lodged wherever possible and practicable. Where this timescale is not possible, all parties will be informed.
- 13.4 The student shall be given at least 5 working days' written notice of the appeal interview and will be entitled to be accompanied by one of either a friend or parent/carer.

- 13.5 The student should attend the appeal interview in person. If neither the student nor their representative attend and without providing reasonable cause or notice, the appeal will be dismissed. If the appeal is dismissed, the recommendation of the Vice Principal - Curriculum will stand and no further right of appeal shall be available.
- 13.6 The appeal interview will be Chaired by the Vice Principal - Curriculum. In the absence of the Vice Principal - Curriculum, the Deputy Principal/CEO may Chair the appeal interview.
- 13.7 The Director of Campus who made the disciplinary recommendation will be present at the appeal interview in all instances.
- 13.8 The final decision of the Chair of the appeal interview will be reached within 5 working days of the appeal interview and communicated in written format to the student, parents/carers and employer, as appropriate and relevant.
- 13.9 A record will be made in the 'My progress meetings' section of ProMonitor by the Chair of the appeal interview. Copies of any written statements can be attached as PDF files as appropriate.
- 13.10 If the decision to exclude the student is upheld, the student will be offered a Careers and Education Information Advice and Guidance (CEIAG) support meeting with a Group Careers Advisor. This offer will be available for a period of up to 2 weeks from the date of exclusion appeal outcome being communicated to the student. Advice and guidance will be provided as appropriate and all reasonable steps will be taken to support the student with their next steps.

Behaviour Support and Intervention Flowchart

For further information on each stage of the process visit section 11 and 12 of the policy.

For learners with an EHCP, the ALS team must be involved from the first stage of intervention.

The Local Authority must be updated throughout.

For LAC or Learners with a Social Worker, the Designated LAC Lead or Campus Safeguarding Lead.

Student Support should be involved from the first stage of Intervention.

Examples of Misconduct
(see 4.2 of the policy for more details)

- Persistent lateness or absences (including to online learning activities).
- Persistent failure to engage with and/ or to complete tasks set and/ or assessments/ exams.
- Disrespectful attitudes and behaviours towards others
- Inappropriate language
- Persistent use of non-work-related software/web pages/social media in class or using Group IT equipment.
- Preventing others from learning.
- Anti-social behaviours or attitudes.

Examples of Serious Misconduct
(see 4.3 of the policy for more details)

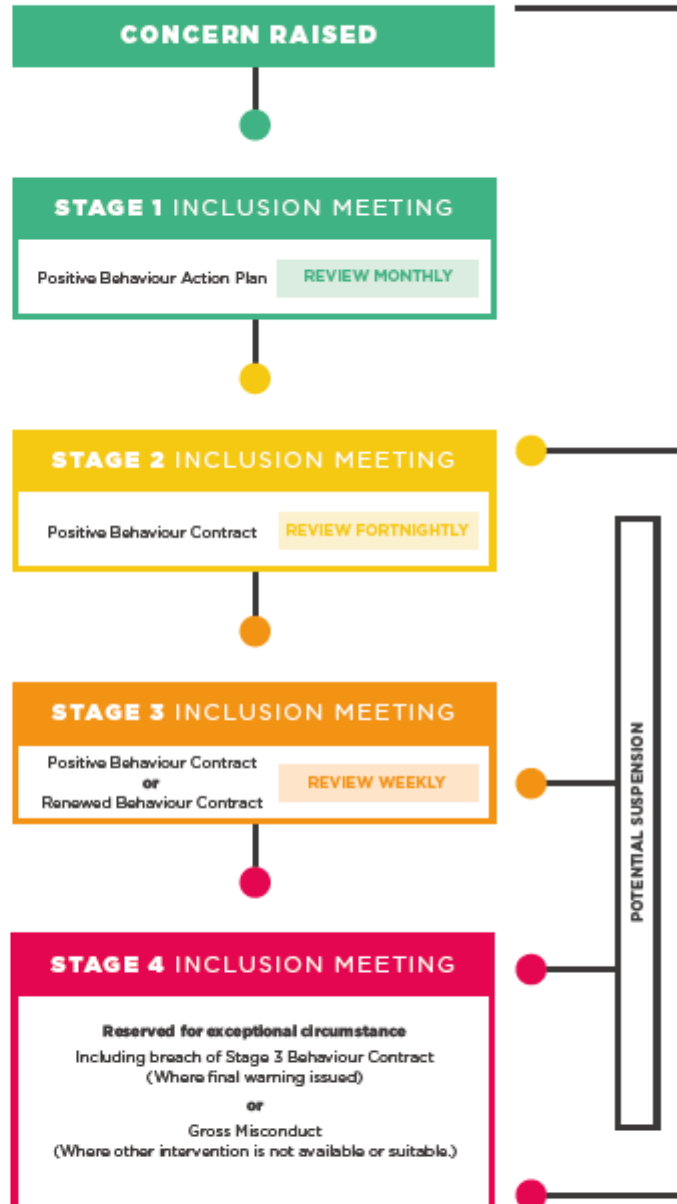
- Bullying, harassment or intimidating behaviour - including text/cyber bullying.
- Abuse of the Group's computer network including inappropriate use of the internet.
- Racist, homophobic or sexist comments.
- Sexual harassment or sexual violence

Examples of Gross Misconduct
(see 4.4 of the policy for more details)

- Supply of drugs
- Serious violence
- Theft or fraud

Rotherham College
North Motts College
Deans Valley College
University Centre Rotherham
and
National Fluid Power Centre

Part of



Please note that although a learner does not have to follow through the behaviour support stages, consideration should be given prior to escalating the level of concern.

At each stage, a learner can de-escalate and can be taken out of the process to reflect improvements.

Where the cause for concern relates to physical or mental health, the Support for Continuing Studies policy should be followed.

Appendix 2 - High Expectations

All students are expected to take responsibility for their learning by:

- Displaying positive attitudes and professional behaviours at all times.
- Working hard to achieve agreed goals and completing work to high, industry standards.
- Maintaining positive attendance records.
- Organising and participating in meaningful work experience and enrichment activities which further personal development.
- Regularly checking personal progress and recording the knowledge, skills and behaviours developed to support next steps.
- Respecting the safety of others by adhering to all Group and individual college campus rules.
- Being caring, courteous and inclusive.
- Showing respect and consideration for one another.
- Valuing the Group campus environment and resources through keeping all areas clean, safe and tidy.
- Updating your Tutors should any of personal details or circumstances change.

Appendix 3 Positive Behaviour Action Plan

Student name:

Id Number:

Plan Date:

Plan Review Date: _____ (within 4 weeks)

Positive behaviour support/ intervention to be used:

Target behaviour to develop	Barriers/ triggers/ reasons	Outcome desired	Support arrangements/ Intervention used	Person responsible
Progress:				
Progress:				
Progress:				

Learner signature: _____ Date: _____

Staff signature: _____ Date: _____

Appendix 4 – Positive Behaviour Contract

Learner Name:

ID Number:

Reason for behaviour contract:

Agreed areas for improvement and action to be taken. Remove rows that are not relevant

High Expectations	Behaviours not in line with High expectation	Trigger/ barrier	Action to be taken by learner	Target date
Displaying positive attitudes and professional behaviours at all times.				
Working hard to achieve agreed goals and completing work to high, industry standards.				
Maintaining positive attendance records.				
Organising and participating in meaningful work experience and enrichment activities which further personal development.				
Regularly checking personal progress and recording the knowledge, skills and behaviours developed to support next steps.				
Respecting the safety of others by adhering to all Group and individual college campus rules.				
Being caring, courteous and inclusive.				
Showing respect and consideration for one another.				
Valuing the Group campus environment and resources through keeping all areas clean, safe and tidy.				
Updating Tutors should any of personal details or circumstances change.				

I understand that if I fail to make any of the above changes to my behaviour, this matter will escalate as part of the Student Behaviour & Intervention Procedure.

Learner signature: _____ Date: _____ Staff code _____

Review Date: _____ (within 2 weeks)

Appendix 5 – Renewed Behaviour Contract (final warning)

Student Name:

Course:

Your Behaviour Contract dated xx/xx/xx you committed to making the following changes.

To meet College’s High Expectations, I will make the following positive behaviour changes;

- 1.
- 2.
- 3.

Comments relating behaviour;

.....
.....
.....
.....

You have now progressed to the final stage of the disciplinary policy due to not completing all actions agreed.

What support do you need to be able to make successful changes to your behaviour to support you completing your course? (Staff note: Students and staff should be clear about how and when improvements to behaviour and attitudes will be recognised. Review meetings must be agreed and must take place to monitor progress and complete this Contract.).

- 1.
- 2.
- 3.

I understand that if I fail to make any of the above changes to my behaviour, this could result in me losing my place at college.

..... **Student’s Signature**

..... **Staff Name & Signature**

..... **Date**

Review notes:

.....
.....

Contract completed - Yes No

..... **Staff Signature**

Date

Appendix 6 - Inclusion Stage 1 meeting

– Letter to parents (if student is under the age of 18 and those with an EHCP up to the age of 24)

Date

Parents/cares/ guardians of

Forename surname

Address1

Address2

Town

County

Postcode

Dear [Student's name]

Inclusion Stage 1 meeting

Please attend a meeting on {date and time} with {name of person and position} regarding {brief summary of issue}. The meeting will take place in {room number or location}. This meeting is being held as an Inclusion Stage 1 of the Student Behaviour and Intervention policy.

The concerns discussed are {insert brief summary of incident e.g. Vaping in the college buildings and inappropriate behaviour towards staff when challenged.}

At the meeting, further information will be provided to you and you will be given the opportunity to provide your response to the reported concerns.

In the meeting, positive behaviours will be discussed and a Positive Action Plan will be created together, with the aim of supporting you to be successful in your learning journey. You need to agree with this plan and complete actions stated, this plan will be shared with you, your teaching and support team and where appropriate your parent, carer or guardian.

I would like to point out that you are required to attend this meeting and your cooperation is important to ensure the matter is dealt with at the earliest convenience.

Please note that you are entitled to bring along a fellow student (enrolled at this College) or a parent/carers if you are under 18 or with an EHCP up to the age of 24, in order to provide support. Thank you for your support at this time.

Yours faithfully

{insert name}

(insert job title)

Appendix 7 - Inclusion Stage 2 Meeting

REF

DATE

FORENAME SURNAME

ADDRESS1

ADDRESS2

TOWN

COUNTY

POSTCODE

Dear [Student's name]

Inclusion Stage 2 Meeting

Please attend a meeting on {date and time} with {name of person and position} regarding {brief summary of issue}. The meeting will take place in {room number or location}. This meeting is being held as an Inclusion stage 2 of the Student Behaviour and Intervention Procedure. The concerns reported are:

{Brief details of the concern e.g. Aggressive behaviour towards peers within the classroom setting. Abuse of time out card, vaping on site and inappropriate behaviour towards staff member.

Or specific incident – on Monday 23rd May, you were witnessed in a physical altercation with another learner. }

At the meeting, further information will be provided to you and you will be given the opportunity to provide your response to the reported concerns.

I would like to point out that you are required to attend this meeting and your cooperation is important to ensure the matter is dealt with at the earliest convenience.

Please note that you are entitled to bring along a fellow student (enrolled at this College) or a parent/carer if you are under 18 or with an EHCP up to the age of 24, in order to provide support.

Yours sincerely

Curriculum Team Leader / Curriculum Manager

cc Parent/Carers (if student is under 18 years old and those with an EHCP up to the age of 24)

Appendix 8 - Stage 2 - Formal written warning - Student
Disciplinary Outcome letter
Our Ref SY/Stage2/

Date

Name

Address

Dear

Inclusion Stage 2 – Outcome letter

It is disappointing that we have met under the College's Student Behaviour and Intervention Procedure. We have high expectations of our students and our priority is to support students to achieve their best and help prepare them for their next step either in education, an apprenticeship or employment. As such, it is our duty to deal with behavioural issues and/or situations where performance is not at the level required.

This letter summarises the discussion we had at the Stage 2 Disciplinary meeting on {insert date} where we discussed {insert brief summary of main issue e.g. Aggressive behaviour towards peers within the classroom setting. Abuse of time out card, vaping on site and inappropriate behaviour towards staff member. }.

In summary, we spoke to you about {insert brief, factual details of issues raised e.g. the needs to control your emotions and behaviours when challenged. The benefits of using your time out card properly to manage these situations and the offer of pastoral support via the Mentors.}

You have not worked with college and/ or external support to minimise the impact of your behaviours/ triggers. The outcome of this meeting is that you have been issued a stage 2 warning and a Positive Behaviour Contract has been drawn up with you.

I enclose a copy of your Positive Behaviour Contract. You should note that in order to ensure you succeed and achieve on your course, you should endeavour to meet all conditions outlined in this Contract by improving your conduct and behaviours and provide no further cause for concern. Please note that if any of the conditions contained in the Contract are not adhered to, this issue will escalate to Stage 3 of the Student Behaviour & Intervention Procedure.

A copy of this letter has been sent to your parent/carer (if under 18 or with an EHCP up to the age of 24).

Yours sincerely

xxxxxx

Curriculum Team Leader / Curriculum Manager

Enc.cc: Parent/carer (if student is under 18 years old and those with an EHCP up to the age of 24)

Appendix 9 - Stage 3 - Student Disciplinary meeting request

REF

DATE

FORENAME SURNAME

ADDRESS1

ADDRESS2

TOWN

COUNTY

POSTCODE

Dear [Student's name]

Inclusion Stage 3 Meeting

Please attend a meeting on {date and time} with {name of person and position} regarding {brief summary of issue e.g. you had a physical altercation with another learner}. The meeting will take place in {room number or location}. This meeting is being held under Stage 3 of the Student Behaviour & Intervention Procedure, a copy of which is attached. The concerns reported are:

{Brief details of the concern e.g. on Tuesday 2nd February, you became very aggressive and lashed out at a peer.}

At the meeting, further information will be provided to you and you will be given the opportunity to provide your response to the reported concerns.

I would like to point out that you are required to attend this meeting and your cooperation is important to ensure the matter is dealt with at the earliest convenience.

Please note that you are entitled to bring along a fellow student (enrolled at this College) or a parent/carer if you are under 18 or with an EHCP up to the age of 24, in order to provide support.

Yours sincerely

Curriculum Manager / Director of Campus

cc Parent/Carers (if student is under 18 years old and those with an EHCP up to the age of 24)

Appendix 10 - Inclusion Stage 3 - Student Disciplinary meeting request, following suspension

REF
DATE
FORENAME SURNAME
ADDRESS1
ADDRESS2
TOWN
COUNTY
POSTCODE

Dear [Student's name]

Inclusion Stage 3/ Suspension Meeting

This letter confirms that you are suspended from College. You are not allowed on to College premises during your suspension and must not do anything to give cause for concern.

I can inform you that we have opened an investigation into the following incident:

Please attend a meeting on {date and time} with {name of person and position} regarding the above. The meeting will take place in {room number or location}. This meeting is being held as an Inclusion Stage 3 of the Student Behaviour & Intervention Procedure, a copy of which is attached.

{Brief details of the concern e.g. on Tuesday 2nd February, you became very aggressive and lashed out at a peer, resulting in a fight where they were physically harmed.}

At the meeting, further information will be provided to you and you will be given the opportunity to provide your response to the reported concerns.

I would like to point out that you are required to attend this meeting and your cooperation is important to ensure the matter is dealt with at the earliest convenience.

Please note that you are entitled to bring along a fellow student (enrolled at this College) or a parent/carer if you are under 18 or with an EHCP up to the age of 24, in order to provide support.

Yours sincerely

Curriculum Manager

cc Parent/Carers (if student is under 18 years old and those with an EHCP up to the age of 24)

Appendix 11 - Inclusion Stage 3 - Formal written warning -
Student Disciplinary Outcome letter
Our Ref SY/Stage2/

Date

Name

Address

Dear

Inclusion Stage 3 Outcome letter

It is disappointing that we have met under the College's Behaviour Support and Intervention Policy. We have high expectations of our students and our priority is to support students to achieve their best and help prepare them for their next step either in education, an apprenticeship or employment. As such, it is our duty to deal with behavioural issues and/or situations where performance is not at the level required.

This letter summarises the discussion we had at the Stage 3 Disciplinary meeting on {insert date} where we discussed {insert brief summary of main issue e.g. a physical altercation}.

In summary, we spoke to you about {insert brief, factual details of issues raised e.g. In the meeting you acknowledged your involvement in the situation that lead to a fight. You accepted that your behaviour was unacceptable and showed remorse for these actions.}

I enclose a copy of your Positive Behaviour Contract. You should note that in order to ensure you succeed and achieve on your course, you should endeavour to meet all conditions outlined in this Contract by improving your conduct and behaviours and provide no further cause for concern. Please note that if any of the conditions contained in the Contract are not adhered to, this may result in an exclusion from the RNN Group colleges.

A copy of this letter has been sent to your parent/carer (if under 18 or with an EHCP up to the age of 24).

Yours sincerely

xxxxxx

Curriculum Manager

Enc.cc: Parent/carer (if student is under 18 years old and those with an EHCP up to the age of 24)

Appendix 12 – Stage 4 – Inclusion panel meeting

REF

DATE

FORENAME SURNAME

ADDRESS 1

ADDRESS 2

TOWN

COUNTY/CITY

POSTCODE

Dear

Inclusion stage 4 invite

Following your recent stage 3 meeting with insert name, Curriculum Manager, we now invite you to attend a stage 4 inclusion meeting with the Campus Director – insert name and insert SLT name/ job.

The meeting will take place on DATE at CAMPUS. Please report to main reception on arrival.

The reason for the meeting is to discuss

{Brief details of the concern e.g. on Tuesday 2nd February, your involvement in a physical altercation regarding in significant harm to others.}

At the meeting, further information will be provided to you and you will be given the opportunity to provide your response to the reported concerns.

I would like to point out that you are required to attend this meeting and your cooperation is important to ensure the matter is dealt with at the earliest convenience.

Please note that you are entitled to bring along a fellow student (enrolled at this College) or a parent/carer if you are under 18 or with an EHCP up to the age of 24, in order to provide support.

Yours sincerely

Yours sincerely

NAME

Director of Campus

Appendix 13 - Behaviour contract breach notification – Stage 4

REF

DATE

FORENAME SURNAME

ADDRESS1

ADDRESS2

TOWN

COUNTY

POSTCODE

Dear [Student's name]

Breach of stage 3 Behaviour Contract/ Suspension

This letter confirms that you are in breach of the behaviour contract discussed at your Stage 3 meeting, held on xx/xx/xx. As a result of this breach you are suspended from College. You are not allowed on to College premises during your suspension and must not do anything to give cause for concern.

{insert brief summary of main issue e.g You committed to being respectful to staff at all time, you broke your contract by shouting and swearing at your tutor on Thursday 8th May.

Due to the seriousness of your behaviour, you are invited to a Inclusion Stage 4 meeting. Please attend a meeting on {date and time} with {name of person and position} regarding the above. The meeting will take place in {room number or location}.

I would like to point out that you are required to attend this meeting and your cooperation is important to ensure the matter is dealt with at the earliest convenience.

Please note that you are entitled to bring along a fellow student (enrolled at this College) or a parent/carer if you are under 18 or with an EHCP up to the age of 24, in order to provide support.

Yours sincerely

Director of Campus

cc Parent/Carers (if student is under 18 years old and those with an EHCP up to the age of 24)

Appendix 14 - Notification of exclusion letter – Stage 4
outcome

REF
DATE
FORENAME SURNAME
ADDRESS1
ADDRESS2
TOWN
COUNTY
POSTCODE

Dear [Student's name]

Inclusion Stage 4 Outcome

It is disappointing that we have met under the College's Behaviour Support and Disciplinary Procedure. We have high expectations of our students and our priority is to support students to achieve their best and help prepare them for their next step either in education, an apprenticeship or employment. As such, it is our duty to deal with behavioural issues and/or situations where performance is not at the level required.

Following the recent stage 3 meetings (dated) regarding the concerns raised, I can confirm it is with regret we have taken the decision to exclude you from College due to your failure to implement the agreed strategies and meet the conditions outlined within the meeting/ the serious breach of college rules and regulations. This is not a decision we take lightly but we feel that Rotherham/ North Notts/ Dearne Valley College is not the right environment for you at this moment in time.

The outcome is that you have been {given an opportunity to complete your course with a bespoke timetable and appropriate support from Curriculum; excluded for the remainder of this academic year; excluded for a 12-month fixed period, meaning you can not apply to college until September xx; permanently excluded}

The reasons for this are:

- You did not engage with the support on offer or take responsibility, to help you manage your behaviour and learning
- Your behaviour is unacceptable and has put others at risk

As discussed in the last meeting, we can also provide support via the college's CIAG service with regards to next steps.

If you wish to appeal against this decision you can do so in writing to the Vice Principal – Curriculum within 5 days of receipt of this letter.

Yours sincerely

Director of Campus

cc Parent/Carers (if student is under 18 years old and those with an EHCP up to the age of 24)

Appendix 15 - Criminal Disclosure – bespoke timetable. Offsite learning

REF
DATE
FORENAME SURNAME
ADDRESS1
ADDRESS2
TOWN
COUNTY
POSTCODE

Dear [Student's name]

Criminal Disclosure – bespoke timetable/ offsite learning

This letter confirms that due to the disclosure of a Police investigation, you have been put on a new timetable, consisting of home learning and will only be invited on site when you have an assessment to complete. In these circumstances you will supervised the duration of your visit by a member of college staff.

This decision has been made with no prejudice, but in light of the nature of the allegation and your bail conditions we are unable to manage the risk of you learning in site.

We will work with any external professionals who are supporting you and ask that you and relevant parties, keep us informed of any updates relating to your case.

I appreciate that this will be a difficult situation you are in and that you may benefit from some ongoing wellbeing support.

The following options are available to you;

- Your GP
- Kooth www.kooth.com This is a mental health platform with text counselling (open for learner up to and including 25 year olds)
- Qwell www.qwell.com This is an adult mental health platform
- NHS <https://www.nhs.uk/nhs-services/mental-health-services/>
- Samaritans <https://www.samaritans.org/> or call 116 123

You can continue to access the Wellbeing support on offer through college including the Mentors, Safeguarding Leads and Endsleigh Student Assistance Programme.

Yours sincerely

Laura Reid

Director of Safeguarding and Student Support

cc Parent/Carers (if student is under 18 years old and those with an EHCP up to the age of 24)

Appendix 16 - Criminal Disclosure – temporary withdrawal/withdrawal

REF
DATE
FORENAME SURNAME
ADDRESS1
ADDRESS2
TOWN
COUNTY
POSTCODE

Dear [Student's name]

Criminal Disclosure – temporary withdrawal or withdrawal

This letter confirms that you are not allowed on College grounds due to the disclosure of a Police investigation. We will temporary withdraw you from your course and reinstate you if and when the case has been resolved, depending on timing and outcome.

This decision has been made with no prejudice, but in light of the nature of the allegation and your bail conditions we are unable to manage the risk to yourself and other learners.

We ask that you keep us informed of any updates relating to your case.

I appreciate that this will be a difficult situation you are in and that you may benefit from some ongoing wellbeing support.

The following options are available to you;

- Your GP
- Kooth www.kooth.com This is a mental health platform with text counselling (open for learner up to and including 25 year olds)
- Qwell www.qwell.com This is an adult mental health platform
- NHS <https://www.nhs.uk/nhs-services/mental-health-services/>
- Samaritans <https://www.samaritans.org/> or call 116 123




Yours sincerely

Laura Reid

Director of Safeguarding and Student Support

cc Parent/Carers (if student is under 18 years old and those with an EHCP up to the age of 24)

Appendix 17 - Risk Assessment

  		Ref Number : Date Created: Assessed by: Review: Annually															
Location:		Probability: <table style="margin-left: 20px;"> <tr><td>1</td><td>Very unlikely</td></tr> <tr><td>2</td><td>Unlikely</td></tr> <tr><td>3</td><td>Fairly likely</td></tr> <tr><td>4</td><td>Likely</td></tr> <tr><td>5</td><td>Very likely</td></tr> </table>				1	Very unlikely	2	Unlikely	3	Fairly likely	4	Likely	5	Very likely		
1	Very unlikely																
2	Unlikely																
3	Fairly likely																
4	Likely																
5	Very likely																
Work Carried Out By: Tutors/Technicians/Students		Severity: <table style="margin-left: 20px;"> <tr><td>1</td><td>Insignificant</td></tr> <tr><td>2</td><td>Minor</td></tr> <tr><td>3</td><td>Moderate</td></tr> <tr><td>4</td><td>Major</td></tr> <tr><td>5</td><td>Very serious</td></tr> </table>				1	Insignificant	2	Minor	3	Moderate	4	Major	5	Very serious		
1	Insignificant																
2	Minor																
3	Moderate																
4	Major																
5	Very serious																
Work process:		Risk Band: <table style="margin-left: 20px;"> <tr><td>1 - 4</td><td>Acceptable</td><td>No action at present</td></tr> <tr><td>5 - 9</td><td>Adequate</td><td>Monitor on review</td></tr> <tr><td>10 - 16</td><td>Tolerable</td><td>Improve - timescale</td></tr> <tr><td>17 - 25</td><td>Unacceptable</td><td>Stop activity</td></tr> </table>				1 - 4	Acceptable	No action at present	5 - 9	Adequate	Monitor on review	10 - 16	Tolerable	Improve - timescale	17 - 25	Unacceptable	Stop activity
1 - 4	Acceptable	No action at present															
5 - 9	Adequate	Monitor on review															
10 - 16	Tolerable	Improve - timescale															
17 - 25	Unacceptable	Stop activity															
Activity/Hazard	Risks	CONTROL MEASURES			P	S	RISK										
Review risk assessment		Reviewed in line with guidance above Or as a result of any health issues or incidents reported.															

Signature..... Date.....

Staff Signature..... Date.....



Review Date	Print Name	Signature