



“Inspiring learning, developing character, building futures”

Student Support Policies and Procedures

Positive behaviour policy and disciplinary procedures

Aim: To create a safe and secure environment and promote positive behaviour to ensure that all students are supported to be successful in their academic studies and are prepared for their future careers.

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Positive behaviour policy and disciplinary procedures

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1. Introduction

Our college mission is “inspiring learning, developing character, building futures.” This policy aims to support this mission by promoting positive behaviour among students. The college’s positive behaviour approach will:

- Foster self-confidence and self-discipline in students.
- Ensure a safe and effective learning environment.
- Support strong academic progress and success in their next steps.

We have high expectations for student behaviour and clearly outline the consequences of not meeting these standards. Good behaviour and self-discipline are crucial for effective learning and long-term success.

Good behaviour and self-discipline are the foundational habits that directly drive academic progress and ensure students achieve their potential.

We recognise that inappropriate behaviour may indicate unmet social or emotional needs, but students are accountable for their choices. Addressing behaviour issues involves understanding the reasons behind them and intervening early to prevent escalation and further disciplinary action.

Behaviour expectations are detailed and discussed during student induction. Serious breaches of conduct may result in formal disciplinary procedures, including possible withdrawal from the college.

Students are responsible for their behaviour, but we appreciate that parents and carers play a crucial role. We ask parents and carers to support our efforts and attend meetings if needed. Open communication between parents/carers and the college is encouraged to address any concerns and provide the right support and challenge.

2. Scope

This policy and its associated procedures apply to all students at the college and to prospective students when at college. This policy also applies to student behaviour away from college if the reputation of the college is compromised and/or the behaviour has a negative impact on a college activity or other students.

There is a separate Student Progress Review process to address concerns for poor academic progress and underperformance (see Appendix 2). The Student Progress Review (SPR) process is aimed to support students demonstrating significant academic underperformance whilst maintaining positive habits for learning and engagement with interventions and support.

There is a separate Assessment Malpractice and Plagiarism Policy to deal with assessment misconduct, such as plagiarism and inappropriate use of AI, which is aligned to this policy.

3. Positive behaviour approach

Our approach to managing behaviour is consistent and structured:

- **Understand students:** Build relationships and be vigilant for signs of concern.

- **Explore reasons:** Show professional curiosity to understand the underlying causes.
- **Challenge:** Encouraging the student to take responsibility for their actions and understand the impact on their progress and others.
- **Support:** Work together with students, staff, and families to address concerns.
- **Focus on change:** Agree what needs to happen to put things right or to make things better in the future.

4. Formal disciplinary procedures

4.1 General principles

No formal disciplinary action will be taken against a student until the college has investigated the circumstances of the alleged misconduct.

Consideration will always be given to mitigating or extenuating circumstances such as learning difficulties or disability and serious personal or family problems. However, these factors may not excuse unacceptable behaviour.

At every stage of the formal disciplinary process, a meeting will be held. A student has the right to be advised of the reason for any meeting. The purpose of a meeting is to discuss the concerns, understand the reasons and develop a plan to address them.

If a student fails, without good reason, to attend a meeting which they have been advised to attend, the meeting can take place and a decision may be made in the student's absence.

Throughout the formal disciplinary procedures targets/expectations will be set, as well as any identified areas of support for the students to achieve these targets. This will be agreed as part of a discussion with the student.

Parent(s)/carer(s) will be informed in writing whenever formal disciplinary procedures are implemented.

Students may progress directly to a Review of College Place meeting, as a result of an act of alleged gross misconduct, or where the behaviour, or concern, requires greater intervention than normal escalation of the disciplinary procedures (see section 5).

At any stage during the procedure a student may be suspended by the College Lead for Safeguarding and Behaviour, or a member of the leadership team acting on their behalf, whilst an investigation is carried out, following the suspension procedure as outlined in this policy.

Students have the right to appeal the outcome of a Review of College Place meeting.

4.2 Stage 1: Improvement Plan

A student can be issued with an Improvement Plan as a result of not demonstrating any significant improvement following previous interventions and support. An Improvement Plan can also be issued as an outcome of a Review of College Place Meeting or if there is misconduct deemed a serious concern (see examples below).

- Poor attendance, where absence is not notified or reasonably explained

- Poor punctuality
- Continued missing of deadlines or non-submission of course related work/assignments
- Persistent failure to arrive prepared for learning
- Poor engagement in classroom activities, homework or independent study tasks
- Persistent failure to engage with support and intervention resulting in continued poor academic progress and underperformance
- Persistently or significantly disrupting the learning of others
- Moderate cases of disrespectful behaviour to other students, staff or visitors
- Moderate cases of misuse of the internet/IT equipment/mobile phone
- Moderate misuse of college facilities
- Failure to comply with the expected student standards of behaviour
- Continued failure to follow college expectation/rules (e.g smoking or vaping on campus)

The above examples are not exhaustive or exclusive and offences of a similar nature will be dealt with under this procedure.

The member of staff issuing the Improvement Plan will meet with the student. Other staff and the student's parent(s)/carer(s) may be invited to attend to support the process but this is not a requirement.

The member of staff will state clearly the reasons for the meeting and confirm the possible outcomes:

- Issue of an Improvement Plan
- No further action

The student will be given time to express their views and outline any individual circumstances to be considered. The member of staff will make clear the targets and expectations required for improvement.

If the student fails, without good reason, to attend an arranged meeting as requested, the meeting may take place, and disciplinary decisions made in the student's absence

The outcome of the meeting, including associated targets/expectations and support, will be recorded on CEDAR viewable to parent(s)/carer(s).

Progress Mentors will monitor the progress made by the student against associated targets and expectations.

4.3 Stage 2: Formal Warning

A student can be escalated to a Formal Warning due to insufficient improvement following an Improvement Plan or as an outcome of a Review of College Place meeting.

As part of the Formal Warning enhanced monitoring will be implemented. A designated member of staff will meet with the student regularly to monitor progress towards the targets and expectations of the Formal Warning.

There will be an initial meeting to set the targets/expectations of the Formal Warning. The student's parent(s)/carer(s) may be invited to attend, but this is not a requirement. During the initial meeting

the time period for enhanced monitoring will be agreed, which will typically be a minimum of six college weeks.

All enhanced monitoring meetings will be recorded on CEDAR and viewable to parent(s)/carer(s).

Possible outcomes of a Formal Warning:

- Deescalation to an Improvement Plan
- Extension of a Formal Warning
- Escalation to a Review of College Place Meeting

If the student fails, without good reason, to attend a monitoring meeting as requested, disciplinary decisions and outcomes can be made in the student's absence.

5. Stage 3: Review of College Place meetings

There are two types of Review of College Place Meetings:

- Review of College Place meeting (standards & expectations)
- Review of College Place meeting (fitness to study)

5.1 Review of College Place meeting (standards & expectations)

A student can be escalated to a Review of College Place meeting (standards & expectations) as a result of not demonstrating significant improvement following a Formal Warning.

Students may also progress directly to a Review of College Place meeting (standards & expectations) as a result of an act of alleged gross misconduct, or where the behaviour, or concern, requires greater intervention than normal escalation of the disciplinary procedures. Any decision to proceed directly to a Review of College Place meeting (standards & expectations) must be made in conjunction with the College Lead for Safeguarding & Behaviour, Head of Student Services or a member of the Senior Leadership Team.

In cases of alleged gross misconduct a student may be suspended with immediate effect until the Review of College Place meeting takes place.

Examples of gross misconduct:

- bullying, intimidation, abuse, the use of violence or threats of violence in any form e.g. verbal, physical, via email etc.
- serious violation of the college's rules and expectations
- sexual, racial or homophobic harassment of another student or member of staff
- extremely abusive behaviour towards another student or member of staff
- theft or unauthorised possession of any property or facilities belonging to a student, the college, or any employee of the college
- serious damage deliberately carried out on college property
- allowing a non-member of college to gain access to the premises using their own membership card
- refusal to carry out reasonable instructions of a member of staff

- in possession and/or under the influence of a controlled drug (see substance misuse policy) on the college site or on any activity associated with the college
- any possession of illegal items, including drug-related paraphernalia or weapons
- refusal to comply with a request to be searched
- a criminal offence, which may adversely affect the college's reputation
- persistent failure to follow health and safety regulations (e.g smoking or vaping on campus)
- conduct which could threaten the health and safety of others
- an extended period of poor attendance, where absence is not notified or reasonably explained
- non-completion of essential work that would result in a student failing their course/programme of study, without reasonable explanation
- refusal to attend an external exam/assessment without reasonable explanation

The above examples are not exhaustive or exclusive and offences of a similar nature will be dealt with under this procedure.

5.2 Review of College Place meeting (fitness to study)

A student will usually progress to a Review of College Place meeting (fitness to study) if they have not been able to meet the targets agreed during the assess, plan, do, review process described in the college's Fitness to Study Policy, and/or are not engaging effectively with the support offered previously.

In some cases, a student may progress directly to a Review of College Place meeting (fitness to study) if there are significant concerns about their fitness to study, for example a prolonged period of absence due to illness or when health/wellbeing concerns are impacting the ability to meet the learning outcomes of the course.

For full information please refer to the college's Fitness to Study Policy.

5.3 Review of College Place meeting - procedures

For all types of a Review of College Place meeting, a member of staff will be appointed as the chair of the Review of College Place meeting. The meeting will be attended by a staff panel which will consist of the chair and a second member of staff.

Prior to the Review College Place meeting, students and their parent(s)/carer(s) will receive a formal invitation. The invitation will include details of the reasons for the meeting and confirmation of the possible outcomes. The student will be signposted to this policy, which is available on the college's website.

A student may only be accompanied by parent(s)/carer(s) and/or a member of staff acting as the student's advocate. If a student wishes another representative to attend this must be approved by a member of the senior leadership team. Parents/carers are not required to attend, although their support is welcomed, and the meeting can go ahead in their absence.

If the student, or parent/carers, requests a rearrangement or extra time in advance of the meeting, then one rearrangement may be agreed and put back for a period no longer than 5 college days.

However, if the student fails, without good reason, to attend a Review of College Place meeting as requested, the meeting may take place, and decisions made in the student's absence.

At the Review of College Place meeting, the chair will state the reason(s) for the meeting and give a summary of the supporting evidence. The student, and attending parent/carer, will have the opportunity to respond to this so this can be considered by the panel.

Possible outcomes of a Review of College Place meeting:

- Withdrawal of college place
- Issue of a Review of College Place contract*
- Issue of, or extension to, a Formal Warning
- Issue of, or extension to, an Improvement Plan
- Decision that the student cannot progress on to the next year of their current study programme
- No case to answer

*For any Review of College Place contract enhanced monitoring will be implemented as per a Formal Warning (see section 4.3).

The outcome of the Review of College Place meeting will be decided by the disciplinary panel and recorded on CEDAR. The student and parent(s)/carer(s) will be informed of the outcome in writing.

A student who is suspended from college, is waiting for a Review of College Place meeting to take place, or whose place at college is withdrawn as part of the college's disciplinary procedures will not be permitted to attend a college organised visit. Permission to attend a visit may also be withdrawn and a refund cannot be guaranteed.

A student has the right to appeal against the outcome of a Review of College Place meeting. Appeals must be made in writing to the Vice Principal - Curriculum & Progression within 5 working days of notification of the outcome of the Review of College Place meeting.

6. Suspension procedure

Suspensions will normally be carried out by a member of the student support leadership team or senior leadership team. A suspended student will be advised that any attempt to enter the college site during this period will be regarded as a serious breach of discipline.

Parent(s)/carer(s) will be informed of the suspension immediately or as soon as practicable and arrangements will be made for the student to return home safely.

The student's progress mentor, relevant heads of department, teachers, a member of the senior leadership team and Head of Estates will be informed of any student who has been suspended.

During the period of suspension teachers will be required to provide work for the student to complete until the date of the Review of College Place meeting.

A copy of the reasons for the suspension will be sent to the student and a copy will be sent to the parent(s)/carer(s) along with a copy of the positive behaviour policy and disciplinary procedures.

A Review of College Place meeting will normally be arranged within 5 college days of the suspension, unless there are exceptional circumstances.

During a suspension a student may be permitted to attend college for any external examinations but will be required to report to reception and be supervised at all times.

7. Withdrawal of college place

A student's college place may be withdrawn:

- as an outcome of a Review of College Place meeting
- as a result of failing to meet the targets/expectations set in a Review of College Place contract

Students and parent(s)/carer(s) will be informed, in writing, of the reason for withdrawal of college place and will be offered support and signposted to support provided from other agencies, as relevant.

A student has the right to appeal the withdrawal of their college place under the appeals procedure.

A student whose place at college is withdrawn as part of the college's disciplinary procedures will not, ordinarily, be permitted to attend a college organised visit and a refund cannot be guaranteed.

A student who has had their place at college withdrawn as part of the college's disciplinary procedures, will not normally be offered a place to return to college.

8. The appeals procedure

A student has the right to appeal against the withdrawal of their college place. Students and parent(s)/carer(s) will be informed of this right in writing.

If a student wishes to appeal, they must do so in writing to the Vice Principal - Curriculum & Progression within 5 working days of notification of the outcome, unless there are individual circumstances preventing this timescale being met such as college holidays or a religious festival.

The appeal letter must include full details of the grounds of appeal and full evidence in support of the appeal request.

Potential grounds of appeal could include that:

- new evidence has come to light that should be considered
- the sanction imposed is perceived as too severe or disproportionate
- there was perceived unfairness or bias among the original decision-makers
- college policy/procedures were not followed

An appeal hearing will usually be held within 5 working days of receipt of the request. The student and parent(s)/carer(s) will be informed in writing of the date, time and place of the appeal hearing

and the reasons for withdrawal of their college place. If the student requests extra time to prepare their case, the hearing may be put back for a period not longer than 5 working days.

An appeal hearing will be conducted by a panel consisting of at least one member of the senior leadership team, acting as chair, and a second member of the leadership team.

A student may only be accompanied by parent(s)/carer(s) or a member of staff acting as the student's advocate at the appeal hearing. If a student wishes another representative to attend this must be approved by the senior leadership team.

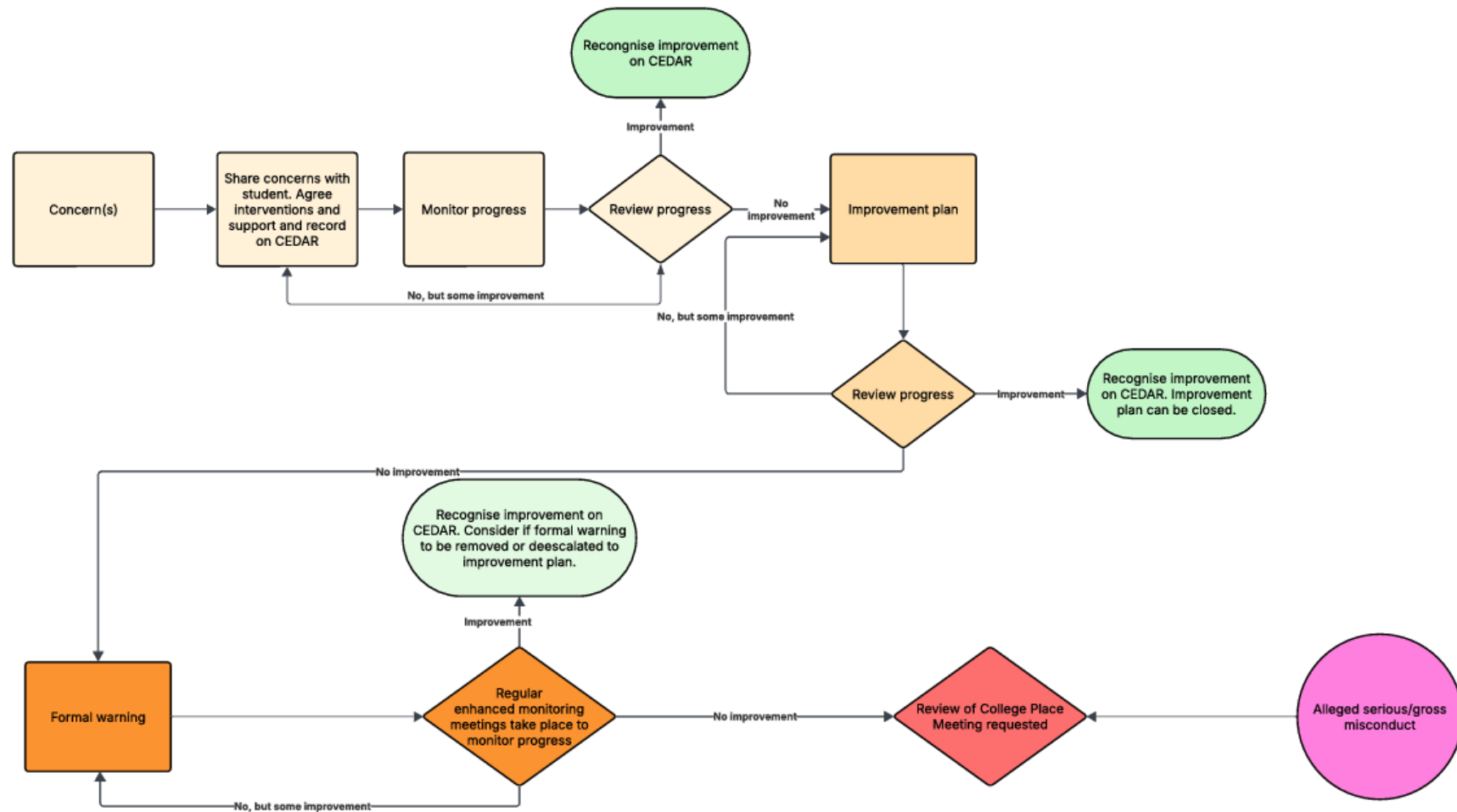
The student and parent(s)/carer(s) will be informed in writing of the outcome of the appeal within 5 working days of the appeal hearing.

During the process of an appeal, a student is only permitted to attend college for pre-arranged meetings or for external examinations/essential assessments. If a student chooses to appeal and has any essential examinations or assessments scheduled within the following three college weeks, it is the student's responsibility to contact college so the necessary arrangements can be put in place.

9. Recording

Accurate records of all disciplinary action, including the reasons for the action and details of targets/expectations will be recorded on CEDAR.

Appendix 1: Disciplinary procedures flowchart



Appendix 2: Student Progress Review Process

1) Introduction

The Student Progress Review (SPR) process is a key component of the college's commitment to academic success and providing the personalised support students may need to achieve this.

The SPR process is underpinned by the VESPA learning framework (Vision, Effort, Systems, Practice, and Attitude), which supports students in developing the essential habits and skills required for successful independent study and long-term academic achievement.

The SPR process aims to:

- **Support underperforming students:** The SPR process is designed to identify students experiencing significant academic underperformance, ensuring timely support is provided so they can get back on track to achieve academic success.
- **Establish clear targets and expectations:** Have honest and evidence-based conversations to assess current progress and set clear, measurable and achievable academic targets, grounded in the VESPA framework.
- **Targeted personalised support:** Identify specific barriers to learning and put in place responsive support strategies to rebuild student focus, motivation, and resilience.
- **Ensure accountability:** Provide a formal, documented pathway that balances supportive intervention with the clear expectations in terms of student engagement and progress.

2) Scope

The Student Progress Review (SPR) process is aimed to support students demonstrating significant academic underperformance whilst maintaining positive habits for learning and engagement with interventions and support.

The SPR process is not applicable to students whose underperformance is driven by persistent behavioural non-compliance or misconduct e.g. poor attendance, poor punctuality, misconduct, poor effort, failing to submit work by deadlines or lack of engagement with support. These cases will follow the Positive Behaviour Policy and disciplinary procedures.

3) SPR process

There are three steps to the SPR process as outlined below.

Step 1: Universal Intervention

The Progress Mentor and subject teachers provide initial support and intervention to resolve concerns regarding a student's academic progress. These interventions will be documented on CEDAR within a suitable thread, such as "Concern - progress and work completion."

Intervention examples include:

- One-to-one support sessions with a Progress Mentor
- Discussions with the Progress Mentor or teacher

- Communication with the student's parent/carer by the teacher or Progress Mentor
- Implementation of an improvement plan by Progress Mentor or teacher

Step 2 - Targeted intervention

Implemented when progress data indicates continued, and significant, academic underperformance.

The Progress Mentor oversees this stage by placing the student on 'Academic Support Monitoring' via a CEDAR monitoring thread. This enables the Progress Mentor to establish a schedule for regular reviews and provides automated notifications of due dates.

For each review, the Progress Mentor will:

- Request teacher feedback in advance, including suggested strategies for improvement
- Investigate the factors contributing to ongoing poor academic results and identify specific barriers to progress.
- Determine what support can be provided to help the student overcome these identified barriers.
- Establish formal targets and agreed expectations required for the student to improve academic progress.

Step 3 - Student Progress Review meeting

A Student Progress Review meeting may be implemented if progress data indicates persistent, and significant, academic underperformance, even after the student has engaged with 'Academic Support Monitoring'.

Approval from a Director of Curriculum is required for any escalation to this meeting stage.

The meeting will be led by either a Director of Curriculum or a member of the Senior Leadership Team (SLT).

Invitations will be sent to students and their parents or carers in advance, outlining the reasons for the meeting and possible outcomes. While the presence of parents or carers is encouraged and valued, the meeting can take place in their absence.

Potential outcomes of a Student Progress Review meeting include:

- Continued intensive support, with redefined, short-term targets and clearly documented student expectations.
- Relevant reasonable adjustments to support the student in overcoming any specific barriers to their academic progress.
- Refer the student to a Review of College Place Meeting, driven by persistent behavioural non-compliance or misconduct

Transition to formal disciplinary procedures

If underperformance is identified as being caused by behavioural issues (e.g. non-attendance, refusal to engage), the SPR process will cease, and the case will transition to the Positive Behaviour Policy. Please refer to Section 5 of the Positive Behaviour Policy for the Review of College Place Meeting procedures.

Appendix 3: Right to search

Searching appropriately can play a critical role in ensuring that student and staff welfare is protected and helps the college establish an environment where everyone is safe, can learn and thrive. A search may also play a vital role in identifying students who may benefit from early help or a referral to other support services.

(i) In line with legislation the staff at Blackpool Sixth reserve the right to search students and their possessions (e.g. bags, lockers) if they have reason to believe that they are carrying offensive weapons, illegal substances, alcohol, stolen items or anything that has been, or is likely to be, used to cause injury or commit an offence. A search can be conducted with or without a student's consent.

(ii) When carrying out searches we will consider the individual needs of students with Special Educational Needs and/or disabilities (SEND) and make any reasonable adjustments that may be required.

(iii) Searches will be carried out by two members of the safeguarding team (the person doing the search and a search witness). The staff conducting the search will be competent in searching.

(iv) Before any search is undertaken consent will be sought from the student. The member of staff conducting the search will explain to the student why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

(v) If consent is refused to any aspect of the search, the student will be informed that the college has the right to carry out a search and that if they continue to choose to refuse they will be suspended pending a Review of College Place meeting. The Police will be informed if the member of staff considers that a search is necessary because there is a risk of harm.

(vi) When being searched, students will only be required to remove "outer clothing" such as coats, jumpers and shoes.

(vii) It is not necessary to inform parents/carers before a search takes place or to seek their consent to search. However, parents/carers will always be informed as soon as possible after a search has taken place or if a search has been refused.

(viii) If inappropriate articles are found, they will be confiscated. If these items are dangerous they will be disposed of safely by the College Lead for Safeguarding and Behaviour. Illegal items, such as controlled drugs, weapons will be reported to the police and either delivered to the police or safely disposed of in line with police advice.

(ix) Any search by a member of staff will be recorded in the college's safeguarding reporting system, including the date/time, who was searched, who conducted the search, the reason for searching, whether or not an item is found and any follow up action and/or support.

Appendix 4: Restrictive Interventions

1. Introduction

The college's approach is consistent with the DfE guidance "Restrictive interventions, including the use of reasonable force, in schools (effective from 1 April 2026)".

Reasonable force may be used by college staff to protect the welfare of students and staff, and ensures compliance with statutory duties to record and report significant incidents.

Force must never be used as a punishment; it is unlawful. Physical contact should always be a last resort, with a primary focus on prevention and de-escalation.

2. Core principles

Any use of force must be:

- **Necessary:** To prevent harm, crime, damage, or serious disruption.
- **Proportionate:** The degree of force used must be the minimum required for the shortest possible time.
- **Lawful:** Used in the best interest of the young person and never as a punishment.
- **Dignity:** Where dignity is a concern, same-sex staff should intervene if possible, though this may not always be feasible.

Any technique that interferes with breathing or circulation is strictly prohibited.

De-escalation strategies:

- **Verbal strategies:** Speak calmly; use clear instructions; acknowledge emotions; avoid threats.
- **Non-verbal approaches:** Keep neutral facial expression; open body language; respect personal space.
- **Environmental adjustment:** Reduce audience; move to a quieter space; remove distractions.
- **Behavioural techniques:** Allow time to respond; keep it about the behaviour, not the person; use distraction.
- **Getting help:** Prioritise safety; use emergency contact protocols.

3. Staff powers & examples

All members of staff have the legal power to use reasonable force when necessary to safeguard students and staff. This also extends to carrying out searches for prohibited items.

Examples of when reasonable force may be used:

- Remove a disruptive student from class.
- Prevent disruption at a college event or visit.
- Prevent a student leaving when this would risk safety or disruption.

- Stop an attack on another student or member of staff.
- Prevent self-harm or serious disorder.

4. Risk assessment and individual needs

For students with known behavioural needs or SEND, the college uses individual risk assessments and risk management plans. The judgement on whether to use force should depend on understanding these individual needs to avoid triggers and ensure the best interest of the student.

5. Recording, reporting & monitoring

All significant incidents involving the use of force must be recorded as a safeguarding referral as soon as practicable. The record must include names of those involved, date, time, location, circumstances, triggers, de-escalation steps, degree of force used, student response, injuries, and follow-up support.

The DSL must be notified of all incidents.

6. Post-incident support

Parents/carers must be informed as soon as practicable, unless this places the student at risk.

A post-incident debrief, led by the DSL, will occur for both the student and staff involved to assess welfare and review support plans.

7. FAQs

Am staff protected if a complaint is made? Yes, if staff have acted lawfully. If the force used is reasonable, staff will have a robust defence.

How do staff know if intervention is reasonable? This is a professional judgement. Force is reasonable if it is proportionate to the consequences it is intended to prevent.

What about college trips? The power may be used wherever the member of staff is lawfully in charge of students, including visits.

Can force be used on students with SEND? Yes, but judgements must be informed by the specific needs and disabilities of the student.

Are staff expected to use force? There is a power, not a duty, to use force. However, staff have a duty of care, and failing to take action may in some circumstances breach that duty.

Can force be used as punishment? No. It is always unlawful to use force as a punishment.