



Policy Name and Number:	Positive Behaviour Policy & Disciplinary Procedures 09
Version Number:	2
Approval date:	30 September 2026
Exec Lead:	Chief Education, Performance and Growth Officer & Deputy CEO
a. Responsible Person for policy review: b. Responsible Manager for policy implementation (if different):	Deputy Principal Quality, Student Success and Inclusion Deputy Principal Curriculum & Performance
How does the policy link to the Strategic Plan Aims and Themes: Aims: 1. <i>Outstanding Teaching, Learning and Assessment</i> 2. <i>Beneficial Partnerships</i> 3. <i>Sustainable SMART Campuses</i> 4. <i>Inclusive, Thriving Community</i> 5. <i>Financial Sustainability</i> Themes: a. <i>Sustainability and the environment</i> b. <i>Happiness and wellbeing</i> c. <i>Digital transformation</i> d. <i>Equality, diversity and inclusion</i>	Aims: 1. Outstanding Teaching, Learning and Assessment. 2. Inclusive, Thriving Community. Themes: b. Happiness and wellbeing. d. Equality, diversity and inclusion.
a. Related Policies and Procedures: b. Related Legislation:	a) Safeguarding Policy and Procedure; Fitness to Study Policy; Bullying, Harassment and Sexual Misconduct Policy; Equality, Diversity and Inclusion Policy; Data Protection Policy; Health and Safety Policy and Procedure; Compliments, Complaints and Feedback Policy; General Admissions Policy; Higher Education Admissions Policy where applicable; Alcohol and Drugs Misuse Policy b) Equality Act 2010; Keeping Children Safe in Education; Working Together to Safeguard Children; Prevent Duty Guidance; Data Protection Act 2018 and UK GDPR; SEND Code of Practice
Consultation Process:	Exec – 26 August 2026

<i>eg, (OSMBI, ASMB, CFO, CPO or SIGI) then Exec and where applicable Cttee and or Corporation</i>	Curriculum & Quality Committee – 30 September 2026
Approving Authority:	Exec Approval ☒ Corporation/Committee Approval ☒
Policy Review Frequency:	Biannually
Effective Date:	01/09/2026
Date of Next Revision:	01/09/2028
Scope: <i>(Describe what and to whom the policy applies, and any exemptions. i.e. staff, students, stakeholders, visitors, volunteers, contractors)</i>	This policy applies to <u>all</u> students studying on any course at any level and all staff for implementation. All students should be made aware of their responsibilities and the College's expectations of them as part of their induction, through discussion of: • College Values • College Code of conduct • Prevent including British Values and risk of radicalisation
Policy classification:	Public (website): ☒ Internal: SharePoint ☒ Governor Portal ☐ Canvas ☐
Key Updates/Changes from previous policy: This policy has been substantially rewritten to provide a clearer, more current and more inclusive approach to positive behaviour and student disciplinary procedures. The revised policy strengthens the link between high expectations, early support, safeguarding, reasonable adjustments and proportionate formal action. It reflects relevant policy and statutory updates, including safeguarding, equality, SEND and post-16 complaints expectations. Key changes include the introduction of a new Positive Behaviour Framework as Appendix 1 , setting out how the College establishes, promotes and sustains positive behaviour culture in practice. The revised policy also clarifies the formal disciplinary stages, including the distinction between a Stage 3 Formal Disciplinary Hearing and a Stage 4 Exclusion Panel; strengthens procedural fairness, representation, evidence and appeal arrangements; and updates external complaints wording for Further Education students. The policy now places greater emphasis on inclusion, student belonging, behaviour as a shared responsibility, visible leadership, student voice, monitoring of impact, and consistency of practice across the College.	

1. Introduction

- 1.1. This policy outlines Oaklands College's approach to promoting positive behaviour, maintaining high expectations and responding proportionately when behaviour falls below expected standards. It sets out the College's approach to early support, formal intervention, investigations, response times, sanctions and appeals.
- 1.2. The purpose of this policy is to:
- Set out and maintain expectations and responsibilities of student behaviour and conduct.
 - Enable staff to safeguard and promote the welfare of students.
 - Encourage a culture which makes our College a safe and respectful place in which to learn.
 - Ensure that behaviour expectations are applied fairly, consistently and without discrimination, with due regard to safeguarding responsibilities, individual circumstances, the Equality Act 2010 and the College's commitment to inclusion.

2. College Vision, Mission, KPIs and Objectives

- 2.1 **Vision:** To be a sustainable educational trailblazer inspiring our learners and our wider community to achieve their potential in a changing world.
- 2.2 **Mission:** To prepare every learner for work, a rewarding career, and life's opportunities. By treating every student as the individual they are, with care, passion and understanding in a professional, contemporary and community-focused environment they'll value and enjoy.
- 2.3 This policy aligns with **Strategic Aim 1**.

Deliver continuous outstanding teaching, learning, and assessment to all learners and employers.

This policy also aligns with **Strategic Objectives**:

- Deliver outstanding teaching, learning, assessment and enrichment providing an environment that builds skills and knowledge
- Inspire our learners to attend, learn and achieve above the national quartile
- Drive a professional culture of continuous improvement through high quality training, coaching and performance management to sustain outstanding quality of education
- Achieve high levels of satisfaction among all key stakeholders to raise the profile of Oaklands

- 2.4 This policy aligns with **Strategic Aim 4**.

Further enhance our caring, accessible, inclusive, and thriving college community, committed to fairness, health, and success.

This policy also aligns with **Strategic Objectives**:

- An educational group that is at the forefront of, and leading in Equality, Diversity, and Inclusivity by embedding effective practices in all we do
- Nationally accredited as an employer of choice that promotes a consistent culture of trust, innovation, enterprise, and teamwork, where both staff and students feel valued and recognised

- c. Renowned for delivering a safe and secure environment that allows learners to thrive
- d. Delivering more than just a qualification, through enrichment and work experience activities that develops a portfolio of skills learners require to progress to their chosen destination

3. Purpose/Policy Statement

Oaklands College is committed to a safe, respectful, inclusive and aspirational learning environment. Expectations will be established, explicitly taught, modelled and reinforced. Support and accountability will work together, with early intervention and proportionate formal action where required. The College will consider individual circumstances, safeguarding concerns, additional needs and reasonable adjustments before escalation, unless the seriousness of the concern requires immediate action to protect the safety, welfare or learning of others.

4. Implementation/Communication/Training

Positive behaviour is a shared responsibility. Expectations are introduced through induction and reinforced through tutorials, curriculum delivery, pastoral support, work experience, employer engagement, visible leadership, student voice, College communications and recognition activity. Appendix 1 sets out how this is delivered and evidenced.

5. Monitoring Impact

The impact of this policy will be monitored regularly through Academic Senior Management Board, Executive Performance Boards and SLT. Monitoring will include behaviour incidents, attendance and punctuality, suspensions, exclusions, repeat concerns, stage escalation, student voice, safeguarding themes and curriculum-level trends. Where appropriate, data will be reviewed by student group, including care experienced students, students who are looked after by the local authority, students with SEND and students with an EHCP, and other vulnerable cohorts, to ensure the policy is being applied fairly, consistently and in a way that supports inclusion and student success.

6. The Behaviour Agreement

- 6.1. The contract establishes expected norms and patterns of behaviour. The College sets high standards for the conduct of its staff and expects the same high standard of conduct from students. To support this, all students have agreed to a student contract which is:

Positive Attitudes to Learning and Development:

It is expected that Students will:

- Develop a positive attitude towards your personal learning and development by working hard, being punctual and attending all your lessons, including maths and English.
- Actively join in all parts of your course, including enrichment activities and work experience and make sure you follow all College and awarding organisation rules
- Work towards the targets you have agreed with your tutor. This will help you to achieve your qualifications.
- Take part in independent learning activities. This will help you to prepare for work and

- other courses you may do in the future.
- Come prepared to all sessions with uniforms/PPE (where required), pens, paper, files etc.
- Hand in all your work on time.
- Respect the beliefs, religions, and cultures of others. Treat everyone politely and respectfully.
- Use the College facilities with respect and care. Make sure you always follow the health and safety rules and regulations – for example by wearing your student lanyard, only smoking in the designated shelters etc.
- Behave responsibly. For example, always let your tutor know if you cannot attend your class. Only use mobile phones in lessons when your tutor has given you permission.
- Avoid making rude, hateful, or offensive comments about the College, its staff or students in any form including email, letter, phone, text message or on social media platforms, for example Instagram, X or other online platforms.
- Avoid any bad behaviour, including using bad language, bullying or harassment, including sexual harassment that may cause offence or harm to College staff, students, visitors and property.
- Obey the rules and you must not drink alcohol, take drugs or carry knives and weapons on College premises.

7. Bullying

- 7.1. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is also a form of child-on-child abuse and constitutes serious misbehaviour.

Bullying is:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

- 7.2. The College is committed to ensuring that everyone is equally valued, and no-one is mistreated. Harassment and bullying in any form are unacceptable and will not be tolerated.
- 7.3. The College takes various measures to raise awareness and address the potential problem of bullying and harassment. These measures are not exclusive, and each case is judged on its merits with the appropriate action taken. Bullying will be dealt with in accordance with the College's disciplinary procedures.

8. Child on Child Abuse

- 8.1. All staff are aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of college and online. Sexual violence and sexual harassment are never acceptable, and it will not be tolerated. It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys", "girls being girls." All staff will challenge all inappropriate behaviours between children, that are abusive in nature. In such instances, the Safeguarding Team and Head of Department must be informed. The Behaviour Policy will be followed where appropriate, alongside safeguarding procedures, and suitable support will be provided by the Safeguarding Team and curriculum area.

9. Stages of Disciplinary Procedure

- 9.1. All members of college staff are required to challenge inappropriate behaviour e.g. behaviour in corridors, cafeteria, non-wearing of ID badges and smoking and vaping in undesignated areas. More serious misconduct, necessitating formal action, should be reported to the curriculum area in which the student has enrolled using ProMonitor. If an incident is serious or is in danger of escalating, the Campus Experience team, including Security, should be contacted to provide an immediate operational response. The Head of Campus Experience or Deputy Head of Campus Experience should be notified where the incident presents a significant, recurring or wider campus safety concern. Business Support staff should raise the concern via ProMonitor with appropriate teaching staff within the student's area of study (Business Support staff who do not have pro-monitor access need to refer the concern directly by phone/email to the Head of Department).
- 9.2. All formal proceedings should be addressed within the relevant curriculum area, or by the Head of Apprenticeships and Work Based Learning for apprentices, and must be recorded centrally on ProMonitor. All details of students recommended for exclusion are retained by the office of the Deputy Principal Quality, Student Success and Inclusion and/or Deputy Principal Curriculum & Performance.
- 9.3. Formal action should be proportionate to the nature, seriousness and frequency of the concern. Staff should consider whether early support, restorative action, reasonable adjustments, safeguarding referral or specialist input is required alongside, or before, formal escalation. Serious incidents may move directly to a higher stage where this is necessary to protect safety, welfare, learning or the wider College community.
- 9.4. Where a student's behaviour is not satisfactory, it is the responsibility of the individual member of staff to identify at what stage the procedure should be applied.
- 9.5. If external factors beyond the student's control are considered a potential cause for misconduct, the fitness to study protocols should be considered.
- 9.6. Concerns should be shared with parents/carers and employers, as and when appropriate in accordance with GDPR guidelines.
- 9.7. For apprentices, employer involvement is required at all formal stages of the disciplinary process, in line with GDPR and the apprentice's employment status. The employer must also be informed on the same day where an apprentice is suspended or required to work remotely.
- 9.8. The table in **Appendix 2** sets out the stages of the procedure and outlines the person responsible at each stage.
- 9.9. **Campus Experience leadership**
The Head of Campus Experience provides strategic leadership for the College's campus safety, Security and Customer Experience Ambassador arrangements and supports the consistent implementation of the College-wide approach to positive behaviour. The Deputy Head of Campus Experience supports day-to-day operational delivery and deputises for the Head of Campus Experience where required. These roles work in partnership with curriculum teams, Safeguarding, Student Services, Estates and Duty Managers to support safe, welcoming and well-managed campuses. Formal disciplinary decisions remain with the roles identified within this policy and its appendices.

10. Delivery of this Policy

Positive Behaviour

10.1. Transition into College and Induction

The first 6 weeks of the students' journey is the ideal time to develop positive relationships and to model our College's high expectations. The induction programme ensures that students have a clear understanding of what good attendance and punctuality will look like, and how this will have a positive impact on their achievement and success at College and beyond. The whole College approach to behaviour for learning and shared responsibility will be introduced during induction for all new and returning students by tutors and curriculum teams. It will be further reinforced via the tutorial process. This will ensure that all students know who to go to for support and to promote key messages about being ready for learning, respectful and safe.

10.2. Celebrating Success

College staff will celebrate the success of all students, whenever and wherever it occurs in a variety of ways. Focusing on success and positive outcomes is essential in developing a positive culture and ethos across the College.

10.3. Feedback

The simplest form of reward is positive dialogue, which supports improvement in learning. Formal, written feedback and informal discussion should emphasise positive achievement. All staff should give positive feedback to students whenever and wherever possible, via compliments on the students ILP. This builds self-esteem and helps to build and support the ethos we are aiming for. Staff should be particularly careful to avoid sarcasm, personal criticism, and comments which could be seen to create low expectations. Criticism should be constructive and focused on specific actions and behaviours, or on work, rather than on students as individuals. It should be accompanied by indications of how to do better and praise for something well done. Work that is returned in a timely way and fully marked shows that staff have valued the work of students.

10.4. Attendance

90% attendance is the cross-college minimum standard; however, the aim is for students to achieve 100%. Exceptions include absence for genuine illness or external factors such as a family bereavement, and in those cases the College should be notified by a parent or guardian. For apprentices, attendance is measured against planned off-the-job training hours and absence should be notified by the employer. The College is committed to preparing our students for the world of work, and as such all absence will be tracked and challenged. Where absence is unexplained or persistent, staff will follow up promptly, identify any support needs and take proportionate action in line with this policy.

10.5. Fitness to Study

The College is committed to enabling all students to complete their programme of study successfully and achieve their potential. There are occasions, however, when physical or mental health issues are so complex or so significant that this is not possible. Each student will be considered on a case-by-case basis. Where it is decided that a student may be able to continue with their studies an assessment of need will be completed by the College, to determine if it is within our expertise and capacity to reasonably offer the support required. The responsibility to obtain and supply evidence of fitness to study, and any involved costs, lies with the student / parent / guardian. This evidence may only be for a finite period, if circumstances change a student will be re-assessed when required.

Ideally, a clear consensus would always emerge regarding the best way to progress, however, this will not always be the case. There will be occasions where the college believes that it has exhausted the support options available, it has made reasonable adjustments in all aspects of college life, but the student is unable to maintain their fitness to study. These situations impact negatively both on the student, since their welfare is at risk, and on the college since there is an excessive and unreasonable demand on resources.

If the College reaches a decision, after consultation with the student, parents / guardians and multiagency partners (if applicable), that a student should withdraw then this will be actioned. If it is agreed that a restart in the following academic year is an option, then this will only be possible if the student is able to provide evidence that their health has improved sufficiently, so that they are fit to resume study without further prolonged absence.

A meeting may be held to support complex needs of a student which may involve accessing the support of Head of Safeguarding, Head of ALS, Head of Department and/or DSL (or DDSL), Tutor and multiagency partners. The students professional support network will decide on the feasibility of the student's continued place at the College. [Oaklands College Fitness to Study Policy](#)

10.6. The First 42 days

This will be known as the probation period. During this probation period, students will be supported through the process by their personal tutors and teachers. Students will complete their college induction so that they are fully prepared to be a successful Oaklands College student.

Some students will not be successful in meeting the common College targets and through meetings and e-ILP updates these students will be supported, challenged, and sanctioned to make rapid improvements.

Where a student does not meet the College's expectations during the probation period, the College will review the evidence, support offered, progress made and any relevant individual circumstances. Following this review, the student may not pass probation and may be withdrawn from the College roll. Where this occurs, the student will be referred for appropriate careers advice and external support where relevant.

For apprentices, probation decisions are made in consultation with the employer. Withdrawing an apprentice from the College roll ends the apprenticeship training plan, so the employer and the College's funding and compliance team must be involved before any withdrawal or break in learning is recorded with the DfE.

At the start of the probation phase there will be a small number of students who will be placed on a Stage 3 (Manager Contract) from the start of the academic year. This will usually be due to risk assessment actions. Such contracts will be issued by the Head of Department.

The College will communicate student probation progress through the Pro-Monitor ILP only.

If a student is removed from the college roll during this period they do have the right to appeal. Appeals against being removed from the college roll should be in writing, setting out the reasons for the appeal, and should be received by the college within 5 working days of the date of the hearing and addressed to appeals@oaklands.ac.uk and it will be assigned to a senior post holder.

11. Not meeting expectations

If students continue not to meet College expectations, despite informal support and intervention, it may be necessary to invoke the disciplinary procedure. There are four formal stages in the process:

- Stage 1 – Formal Written Warning (Misconduct)
- Stage 2 – Final Written Warning (Serious Misconduct)
- Stage 3 – Formal Disciplinary Hearing (Gross Misconduct)
- Stage 4 – Exclusion Panel, where permanent exclusion may be considered

12. Process / Procedures

12.1. Suspension (working remotely)

In dealing with allegations of gross misconduct or serious risk, suspension or a requirement to work remotely may be used as a neutral, temporary measure while an investigation is carried out. This is not a disciplinary outcome and should be used only where necessary to protect safety, welfare, learning or the integrity of the investigation. Students can only be suspended by Assistant Principals, the Managing Director Oaklands Training & Development, or the Duty Manager.

12.2. Apprentices

For apprentices, suspension or a requirement to work remotely will be authorised by the Managing Director Oaklands Training & Development, an Assistant Principal and/or the Duty Manager. Suspension or a requirement to work remotely removes the apprentice from College attendance only; their contract of employment continues. The employer must be informed on the same day, in line with GDPR, and may conduct its own disciplinary process in parallel with the College procedure.

12.3. Students under 18 and Vulnerable Adults

In order to ensure that all necessary safeguarding obligations are met, no student under the age of 18 or considered to be a vulnerable adult, can be suspended and removed from premises without first contacting a parent or carer.

12.4. Care experienced students, students who are looked after by the local authority, students with SEND and students with an EHCP

The local authority must be contacted by a member of the Safeguarding Team or Head of Department if a care experienced student, a student who is looked after by the local authority, a student with SEND or a student with an EHCP is suspended.

12.5. Educational Visits and Off-Site Activities

In the event that disciplinary action is required whilst on an educational visit, the named leader or senior member of staff shall make a discretionary decision regarding the most appropriate immediate course of action, considering the principles of this procedure. This must be followed up on return to college with an appropriate ProMonitor record.

12.6. Drugs and Alcohol

Every allegation made under the Drugs and Alcohol Policy will result in a pre-discussion between the Head of Department (or Head of Apprenticeships and Work Based Learning) and an Assistant Principal or the Managing Director Oaklands Training & Development to agree the

suitable disciplinary stage that the allegation will initially be investigated under. This will normally be investigated under Stage 3, with referral to Stage 4 only where permanent exclusion is recommended. [Alcohol and Drugs Misuse Policy \(Students\)](#)

12.7. International Commitment to Engagement and Compliance

The College expects all international students to maintain active engagement with their studies and comply with attendance requirements. Persistent non-engagement, such as missing 10 consecutive contact points (10 consecutive College days) without authorisation, will result in formal reporting to the Home Office and may lead to visa curtailment. Students are responsible for notifying the College promptly of any absence and providing supporting evidence where required. Failure to engage in College studies may lead to withdrawal of sponsorship, notification to the Home Office, and visa curtailment, requiring the student to leave the UK within a specified period. It will also mean the disciplinary procedure will be invoked.

13. Formal Procedure – Principles

13.1. Recorded

All aspects of students' behaviour interventions must be recorded on the student's personal record on ProMonitor.

The following information relates to the period of time that the College shall retain information on students who have been referred as part of this process. Stage 3 records relate to the Formal Disciplinary Hearing and any outcome issued at that stage, including a written warning, final written warning, suspension or a requirement to work remotely where appropriate, or a recommendation for permanent exclusion. Any decision to permanently exclude a student must be made through a Stage 4 Exclusion Panel. It is the responsibility of the Chair of the Stage 4 Exclusion Panel to notify the MIS Team in the event of permanent exclusion.

Outcome	Minimum Duration	Notes
Cause for Concern / Informal Intervention Meeting	College Programme(s) duration or lesser depending on reason	
Stage 1 – Formal Written Warning (Misconduct)	1 Year or course duration	May be referred to in any application that the student may make to the college for any future course of study.
Stage 2 – Final Written Warning (Serious Misconduct)	Course duration	May be referred to in any application that the student may make to the college for any future course of study.

Stage 3 – Formal Disciplinary Hearing (Gross Misconduct). Recommendation for permanent exclusion may be made where appropriate.	2 Years or lesser duration depending on the circumstances	Where a Stage 4 Exclusion Panel confirms permanent exclusion, a block on future applications from the excluded student is placed on the College Management Information System. Excluded students may, after writing to and meeting with the Deputy Principal Quality, Student Success and Inclusion and/or Deputy Principal Curriculum & Performance, be permitted to apply for a further course at the College. Such permission will be at the discretion of the Deputy Principal Quality, Student Success and Inclusion and/or Deputy Principal Curriculum & Performance
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13.2. Confidentiality

Some aspects of discussions may be confidential or inappropriate to share amongst a wider audience. The person completing the records on ProMonitor should be sensitive to this and only include information as appropriate or retain a separate record of confidential discussions.

13.3. Action-planned

In all cases, the disciplinary meeting should identify the action that is required by the student to reach the agreed target(s) for improvement.

13.4. Additional Support

Staff should always consider whether a student's behaviour, attendance or engagement may be linked to additional need, mental health, SEND, an Education, Health and Care Plan, care experience, looked after status, safeguarding concerns or other vulnerability. Where appropriate, staff should seek advice from Student Services, Safeguarding and ALS colleagues and consider reasonable adjustments or additional support to aid the student's progress.

13.5. Reviewed

All disciplinary meetings must be reviewed to ensure achievement of the target(s). This should be between 1-4 weeks as appropriate with a follow up review if necessary.

13.6. Supportive

The disciplinary process is intended to identify what the college can do to support the student in improving their conduct/attitude.

13.7. Representation

Students should be offered the opportunity to bring a representative to any meeting. This could be a family member or member of the Student Inclusion and Support Team.

13.8. Failure to attend a meeting

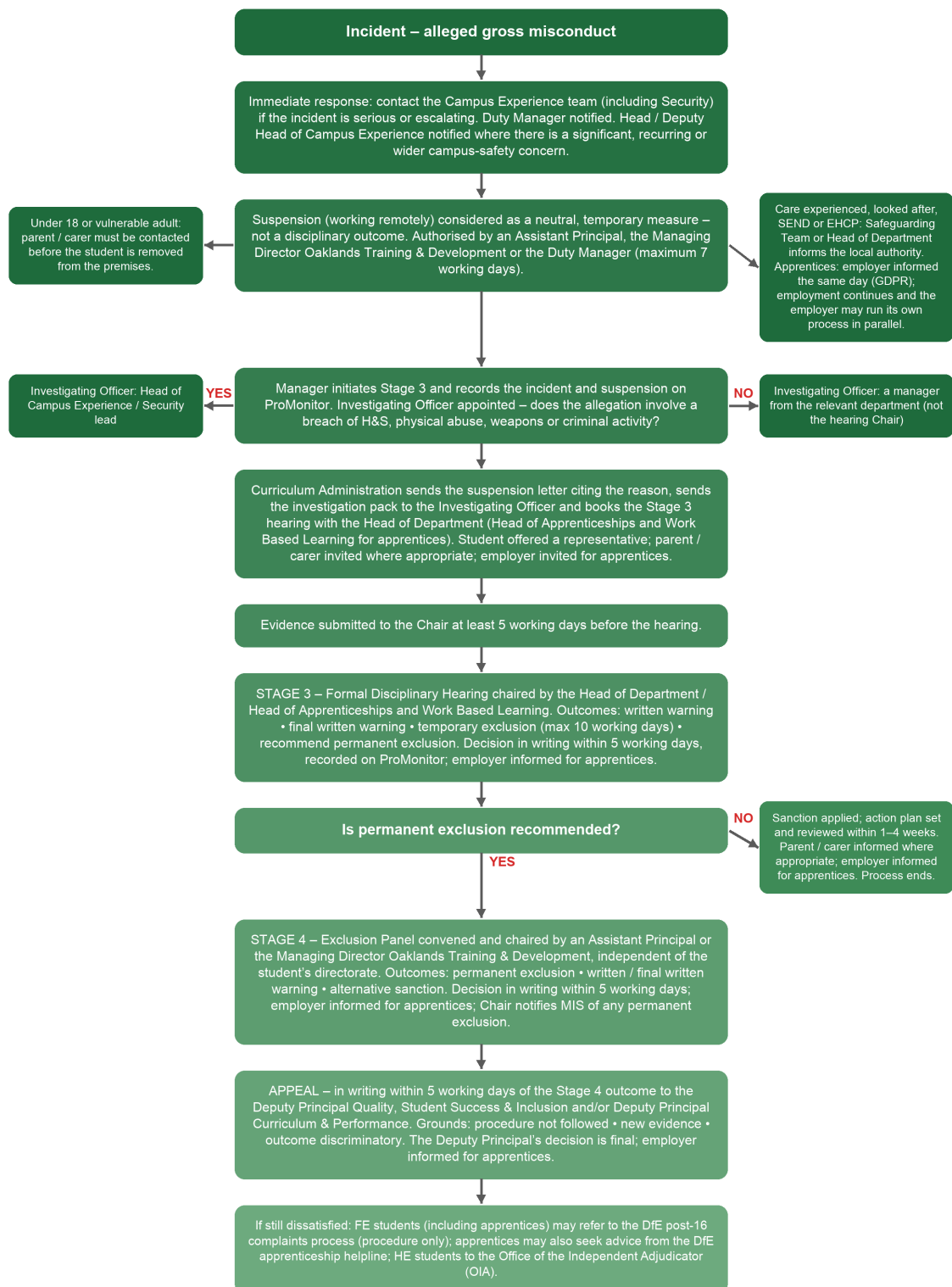
If a student has had reasonable written notification of the need to attend a meeting but fails to do so, it is at the discretion of the Chair whether the meeting will proceed without the student being present and sanctions imposed in their absence.

14. Gross misconduct

In the event of alleged gross misconduct, the Manager will initiate Stage 3 disciplinary procedures, i.e. a Stage 3 Disciplinary Hearing, and record this on ProMonitor. In this event, an Assistant Principal, the Managing Director Oaklands Training & Development or the Duty Manager can authorise suspension or a requirement to work remotely, as set out below, of up to 7 working days. Suspension or a requirement to work remotely is a neutral, temporary measure while an investigation or disciplinary process is ongoing. It is not a disciplinary outcome and should only be used where necessary to protect safety, welfare, learning or the integrity of the investigation. The Stage 3 Disciplinary Hearing will be held by the relevant Head of Department (or the Head of Apprenticeships and Work Based Learning for apprentices), who will either

- Issue a written warning
- Issue a final written warning
- Authorise suspension or a requirement to work remotely, where appropriate, for a maximum of 10 working days
- Or recommend that the student is permanently excluded.

STUDENT DISCIPLINARY GROSS MISCONDUCT PROCESS



15. Stage 3 Disciplinary Hearings

Evidence must be provided to the Chair 2 days prior to the Stage 3 disciplinary hearing.

At any Stage 3 disciplinary hearing, the Chair will open proceedings by introducing those present, explaining their roles, outlining the procedure and confirming the possible outcomes.

The case against a student will then be made by the appropriate directorate staff member. The Chair should ensure that the student has a fair opportunity to respond, present relevant information and explain any mitigating circumstances, support needs or reasonable adjustments that may be relevant to the decision.

The Chair will then take questions in turn from the curriculum staff and the student or their representative. When all relevant issues have been explored the Chair will ask for any final comments from the panel, the student and their representatives and any others present. The Chair will close the hearing and inform the student that a decision will be taken shortly and that they will be notified in writing within 5 working days. For apprentices, the employer will also be informed of the outcome of any Stage 3 hearing, Stage 4 panel or appeal, in line with GDPR.

16. Exclusion – Stage 4 Panel

Where permanent exclusion is recommended at Stage 3, the Chair of the Stage 3 meeting will present the recommendation and supporting evidence to an independent Assistant Principal or the Managing Director Oaklands Training & Development. Stage 4 is an internal decision-making meeting, not a further disciplinary hearing. The Stage 4 decision may confirm permanent exclusion, issue a written or final written warning, or apply another appropriate sanction. The outcome will be confirmed in writing within 5 working days of the Stage 3 meeting.

17. Appeals

17.1. A student, including an apprentice, may appeal the decision of the Exclusion Panel (Stage 4). Appeals should be sent in writing to the Deputy Principal Quality, Student Success and Inclusion and/or Deputy Principal Curriculum & Performance, or any other senior post holder, within 5 working days of the student being informed of the outcome of the panel. The following grounds for appeal are permitted:

- The college failed to follow procedure
- New evidence has come to light
- The student believes that the outcome is discriminatory

At the appeal stage, the decision of the Deputy Principal Quality, Student Success and Inclusion and/or Deputy Principal Curriculum & Performance is final. The appeal is the final stage of the process.

17.2. Appeals for Further Education Students

Following the above appeal process, any Further Education student who remains dissatisfied with how their complaint or appeal has been handled may refer the matter to the Department for Education (DfE), where the provision is within scope of the DfE post-16 complaints process. Students should first complete the College's internal complaints and appeals process. DfE will normally consider whether the College has followed its published procedures fairly and properly; it will not usually reconsider the academic or disciplinary decision itself. Complaints should be submitted through the DfE Customer Help Portal or in line with current GOV.UK guidance. This

route also applies to apprentices, who may in addition seek advice from the DfE apprenticeship helpline.

17.3. Appeals for Higher Education Students

Following the above appeal process, any Higher Education students who are still unhappy with the outcome, may write to The Office of the Independent Adjudicator for Higher Education (OIA).

There is more information about making a complaint to the OIA here:

<https://www.oiahe.org.uk/students>

18. Liaison with external agencies

If, after investigation, the behaviour is deemed to involve serious criminal behaviour, hate-related conduct or activity, including theft, racist or homophobic abuse, physical or verbal abuse, threats of radicalisation, or violent or non-violent acts of extremism, the investigation may be referred to the Police and/or other appropriate external agencies.

Who needs to understand this policy and how will they know about it?

The following training and awareness will be put in place:

Who?	How?
Students, parents/carers	Available on the College website; included in student induction.
College managers	Included in team meetings; included in staff induction.
All teaching staff	Included in team meetings; included in staff induction.
All staff who interact with students	Included in team meetings; included in staff induction.

19. Returning to College After Exclusion

Following the duration stated on an exclusion sanction, a student who has been excluded from the College may apply to return in a subsequent year. In this instance, a panel meeting will be held to determine suitability and will be chaired by the Deputy Principal Quality, Student Success and Inclusion and/or Deputy Principal Curriculum & Performance. The following panel members will assist and advise: Admissions Manager, Designated Safeguarding Lead and the relevant Assistant Principal for the area in which the student wishes to study. The panel will review the application alongside a reference from an external person or agency, which details

what the student has been undertaking since leaving the College. The panel will then make a recommendation to the Principal, based on the evidence submitted, on whether the student should be approved to progress to interview with the relevant Assistant Principal or whether the application should be rejected.

Appendix 1

Positive Behaviour Framework

How Oaklands College establishes, promotes and sustains positive behaviour

Related document	Positive Behaviour Policy & Disciplinary Procedures (Students) - Policy 09
Document owner	Deputy Principal Quality, Student Success and Inclusion
Applies to	All students and staff across College provision
Purpose	To explain how the College establishes, promotes and sustains positive behaviour

1. Our behaviour philosophy

Oaklands College recognises that positive behaviour is fundamental to student success, wellbeing, safeguarding, attendance, achievement and future progression. The College creates a safe, respectful and inclusive environment by setting clear expectations, modelling them consistently and supporting students to understand how positive behaviour contributes to learning, belonging and preparation for work and adult life. Positive behaviour is a shared responsibility across the College community. The framework is based on a support-first, accountability-always approach: students are helped to understand expectations, supported to improve where concerns arise, and held to account where behaviour affects safety, learning, wellbeing or the rights of others.

2. Establishing expectations

Behaviour expectations are introduced at the start of each student's journey and reinforced throughout the academic year.

Students are supported to understand College values, attendance and punctuality expectations, identification requirements, safeguarding responsibilities, British Values, Prevent and the standards required for learning and future employment.

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3. Tutorials, personal development and learning

Positive behaviour is reinforced through tutorials, personal development and curriculum delivery. Students explore respectful relationships, online conduct, personal responsibility, citizenship, professional behaviour and the safe use of learning and social spaces.

Within learning environments, students are expected to attend regularly, be punctual, arrive prepared, participate positively, respect the learning of others and follow health and safety requirements.

4. Visible leadership and campus presence

The College maintains a visible and approachable staff presence across its campuses. The Head of Campus Experience and Deputy Head of Campus Experience lead and coordinate campus experience, Security and Customer Experience Ambassador arrangements, working with Duty Managers, curriculum teams, Student Services and Safeguarding to reinforce expectations, provide support and respond promptly to concerns.

Planned staff presence before lessons, during social times and at the end of the day supports positive relationships, early intervention and a calm, safe and welcoming environment.

Behaviour information and staff feedback are used to identify locations or times where additional visibility may be helpful.

5. A culture of respect and role-modelling

All staff are expected to model the behaviours required of students by acting professionally, wearing College identification, using respectful and inclusive language, recognising positive behaviour and challenging inappropriate behaviour consistently and proportionately.

Students are expected to treat others with dignity and respect, value different backgrounds and beliefs, take responsibility for their actions, respect College facilities and contribute positively to the College community.

6. Early support and intervention

The College seeks to identify concerns early and provide support before difficulties escalate. Support may involve tutors, learning support assistants, Student Services, Safeguarding, curriculum teams, SEND and Inclusion colleagues, parents or carers, employers and external agencies where appropriate.

Where appropriate, staff consider any barriers affecting behaviour, attendance or engagement and work with students to support improvement. Serious incidents or immediate safety concerns may require prompt formal action in accordance with the Positive Behaviour Policy.

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7. Student voice and leadership

Students play an active role in shaping College culture through student voice, representation, consultation, ambassador activity, behaviour campaigns and College improvement initiatives.

Student ambassadors and representatives support positive role-modelling and help the College understand where expectations are working well and where further improvement is needed. Their role is to support and influence, not to enforce behaviour.

8. Positive recognition

The College recognises and celebrates positive behaviour, improvement, attendance, punctuality, contribution to learning, leadership, community participation, professional conduct and acts of kindness and inclusion.

Recognition reinforces the standards and culture the College seeks to promote and encourages students to take pride in their contribution.

9. Employability and workplace behaviour

Professional behaviour is reinforced through curriculum delivery, careers education, the Get Career Ready approach, employer engagement, Industry Boards, work experience, guest speakers, industry projects, competitions and enrichment activity.

Students are supported to understand that punctuality, respect, reliability, communication, teamwork and personal responsibility are important in both College and employment settings.

10. Environment, safety and community

The College recognises that the physical environment contributes to positive behaviour. The Head of Campus Experience and Deputy Head of Campus Experience support coordinated campus safety and student experience arrangements, including clear site expectations, appropriate supervision, well-managed social spaces, visible Customer Experience Ambassador and Security provision, and review of areas where students gather.

The College works with relevant local partners and community safety agencies to support the safety of students, staff, visitors and the wider community.

11. Digital communication and positive prompts

College communication channels, tutorial materials, posters, digital screens and student-led messaging are used to reinforce expectations positively and consistently. Messages may focus on attendance, punctuality, identification, respectful conduct and the safe use of shared spaces.

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The College may use appropriately planned digital, student-led, immersive or reward-based approaches to support reflection, engagement and positive behaviour.

12. Understanding impact

The College considers a range of information to understand the effectiveness and fairness of its approach, including attendance, punctuality, behaviour patterns, engagement, student and staff feedback, participation, achievement, progression and destination outcomes. Where appropriate, this will include reviewing trends for care experienced students, students who are looked after by the local authority, students with SEND and students with an EHCP, and other vulnerable students to ensure the framework supports inclusion and does not create unintended barriers.

13. How the framework works in practice

Framework area	How Oaklands delivers it	Who contributes	What this supports
Clear expectations	Induction, tutorials, curriculum routines and year-round communication.	Students, tutors, teachers and Student Services.	Readiness to learn, attendance, punctuality and safe conduct.
Visible leadership	Duty Manager arrangements, coordinated Campus Experience leadership, visible Customer Experience Ambassador and Security presence, and targeted support in priority areas.	Head of Campus Experience, Deputy Head of Campus Experience, Duty Managers, curriculum teams, Customer Experience Ambassadors and Security.	Early support, consistency and safe campuses.
Consistent role-modelling	Professional staff conduct, visible identification, positive reinforcement and proportionate challenge.	All staff.	Respect, inclusion and shared responsibility.
Early support	Early conversations, pastoral support, reasonable adjustments and specialist input where appropriate.	Curriculum, Student Services, Safeguarding, SEND and Inclusion, families and partners.	Engagement, wellbeing and sustained improvement.
Student ownership	Student voice, representatives, ambassadors, consultation and co-design.	Students, curriculum representatives and Student Services.	Belonging, credibility and positive peer influence.

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Framework area	How Oaklands delivers it	Who contributes	What this supports
Employability	Careers education, employer input, Industry Boards and work experience.	Careers, curriculum teams, employers and industry partners.	Professional behaviour and preparation for work.
Recognition	Celebration of positive conduct, improvement, attendance, leadership and contribution.	Curriculum teams, student services and the wider College community.	Motivation, pride and positive culture.
Environment and partnerships	Managed social spaces, coordinated campus safety arrangements, Security provision, intelligence-led review of emerging themes and local partnership working.	Campus Experience, Estates, Security, staff, students and community partners.	Safety, orderly shared spaces and community confidence.

Statement of commitment

Oaklands College is committed to an environment where students feel safe, valued, respected and supported to achieve their potential. Through clear expectations, visible leadership, positive relationships and shared responsibility, the College promotes a culture in which all members of the College community can thrive. Our aim is to create the conditions where students feel they belong, understand what is expected of them and are supported to make positive choices that help them succeed.

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Appendix 2

Managing Behaviour and Performance – A Summary of the Formal Procedures

Examples (not exhaustive)	Cause for Concern	Stage 1 (Misconduct)	Stage 2 (Serious Misconduct)	Stage 3 (Gross Misconduct)
	• Poor behaviour • Unsatisfactory standards of work • Unsatisfactory attendance and/or punctuality • Inappropriate use of mobile phones or other technologies • Failure to meet assessment deadlines • Smoking or vaping in non-designated areas on site • Not wearing a student ID badge or not keeping it clearly visible • Wearing hats, caps, durags or other non-religious head coverings on campus, except outdoors during wet weather • Wearing hoods up on campus, except outdoors during wet weather • Wearing earphones or headphones during classes or other learning activities	• General unsatisfactory and thoughtless behaviour / disruption • Acting irresponsibly and putting self or others at risk • Consistent failure to complete or hand in work on time • Repeated poor attendance and/or punctuality • Consistent and inappropriate use of mobile phones or other electronic devices, i.e. mobile phones in teaching areas • Repeated failure to show college ID when asked • Copying of work (a couple of sentences from a book or a small section downloaded from the internet) • Failure to comply with college procedures. • Repeatedly smoking or vaping) in non-designated areas on site	• Repeated general misconduct and thoughtless behaviour • Failure to complete course work or major assignments • Refusing to show college ID/disclose their identity when reasonably requested for it or giving incorrect information • Swearing or verbal abuse directed at students or staff • Failure to comply with Health and Safety regulations including repeated smoking and spitting • Inappropriate use of internet or other College system • Failure to pay fees (not applicable to apprentices)	• Repeated misconduct with evidence at Stage 1-2 review meetings • Plagiarism or copying large sections from publications and / or other student's work and submitting it for assessment • Serious breaches of Health and Safety regulations including damaging equipment and driving recklessly on or around College campuses • Physical abuse or threat of physical abuse • Harassment or discriminatory behaviour • Promoting or engaging in extremist behaviour/activity • Bullying and victimisation • Carrying offensive weapons

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	• Wearing face coverings without an identified medical reason		• Direct copying of other students' work for assessment. • Repeated failure to comply with College procedures.	• Criminal activity including theft, drugs, alcohol, violence or fraud • Serious misuse of internet or other college systems • The unauthorised taking or publishing of audiovisual images of students or staff and the posting of such images using internet technologies without their permission • Failure to pay fees (where financial planning strategies are not being met; not applicable to apprentices)
Person responsible for issuing	Any member of staff	Any member of delivery staff to issue a Stage 1 disciplinary via comments feature in ProMonitor	Any member of delivery staff to issue a Stage 2 disciplinary via comments feature in ProMonitor	Any member of delivery staff to recommend a Stage 3 disciplinary which will be issued by the Head of Department (or Head of Apprenticeships and Work Based Learning for apprentices) via comments feature in ProMonitor

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Person(s) conducting / attending the meeting	Not applicable	- Academic Tutor/PDT/Apprenticeship Assessor/Partnership Delivery Manager/Subject tutor - Student (with supporting person) - Member of the Student Support team where appropriate	- Academic Tutor/PDT/Subject tutor/Apprenticeship Assessor/Partnership Delivery Manager (where possible/appropriate) - Student (with supporting person) - Parent/carer/employer where appropriate - Member of the Student Support Team where appropriate	- Head of Department / Head of Apprenticeships and Work Based Learning - Appropriate Academic Tutor/ (where possible/appropriate) - Student (with supporting person) - Parent/carer/employer where appropriate - Member of the Student Support team where appropriate
Action	• Record on ProMonitor using comments feature as cause for concern and set CSMART targets as appropriate (FAO: Academic Tutor/Apprenticeship Assessor) • Set review date (if required) • Parental/carer/employer contact (if required) • FAO Student Support Team if applicable	• Record Stage 1 meeting on ProMonitor (FAO: all relevant staff including Head of Department) • Set CSMART Targets as appropriate • Set review date • Parental/carer contact (if appropriate); employer contact (always for apprentices, in line with GDPR) • FAO Student Support Team if applicable	• Record Stage 2 meeting on ProMonitor (FAO: All relevant staff, Head of Department) • Set CSMART Targets as appropriate • Set review date • Send written warning • Parental/carer contact (if appropriate); employer contact (always for apprentices, in line with GDPR) • FAO Student Support Team if applicable	• Suspension or requirement to work remotely (if required) • PREVENT Referral (if required) • Record Stage 3 meeting on ProMonitor (FAO: All relevant staff) • Set review date • Send written warning • Recommendation for permanent exclusion (if required) • Parental/carer contact (if appropriate); employer contact (always for apprentices, in line with GDPR) • FAO Student Support

				team if applicable
Next stage	Referral to Stage 1 following 3 recorded Causes for Concern, or earlier where the concern is sufficiently serious.	Referral to Stage 2 where Stage 1 behaviours are repeated, persistent or not improved following review.	Referral to Stage 3 where Stage 2 behaviours are repeated, persistent, or where the concern is sufficiently serious.	Referral to Stage 4 Exclusion Panel where permanent exclusion is recommended.
	REVIEW (1-4 WEEKS)	REVIEW (1-4 WEEKS)	REVIEW (1-4 WEEKS)	REVIEW (1-4 WEEKS) Where the student remains enrolled and improvement targets are set

Stage 4 – Where permanent exclusion is recommended at Stage 3, the Chair of the Stage 3 meeting will present the recommendation and supporting evidence to an independent Assistant Principal or the Managing Director Oaklands Training & Development. Stage 4 is an internal decision-making meeting, not a further disciplinary hearing. The outcome will be confirmed in writing within 5 working days of the Stage 3 meeting.

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