Behaviour Intervention Policy and Procedure

This policy sets out a framework for dealing with students who present with behaviour that fails to meet the college's professional workplace agreement, the Student Code of Conduct and related policies. It applies to all students of Plumpton College, including 14-16, full-time further education, part-time, Higher Education and apprentice students for all their timetabled lessons.

SMT Assigned Owner	James Hibbert
Document Author	James Hibbert
Approved by	Corporation
Date of Approval	30-September 2025
Date of minor amendments approved by SMT	January 2026
Frequency of review	Annual
Date of next review	September 2026

The SMT is delegated to approve minor changes to the policy in response to legal changes and best practice.

1. Policy context and principles of behaviour

1.1. Our aim at Plumpton College is to equip students with behaviours which enhance their success in their chosen careers and future lives and relationships. These behaviours are summarised as follows:

1.2. The College will provide an example of a professional workplace aligned to extra guidance and support in order to enable students to acquire the professional skills required for the workplace and to ensure that members of the college community can work and study in a safe and secure environment.

1.3. Through their own personal conduct, high standards and professionalism, all members of the college staff are expected to act as role models to students. Staff should recognise, reward and record positive behaviours whilst also appropriately responding to behaviour that challenges using a student-centred approach and recognised management strategies. The college will ensure that staff are appropriately trained in such strategies and ensure that reference material is accessible to all via the staff intranet. As a minimum, this would include classroom management training and the provision of a suite of 'scripts' for all staff to illustrate how different scenarios outside of the classroom could be handled.

1.4. The College acknowledges that the behaviour of the vast majority of the College's students is exemplary - they are responsible, considerate and respectful of others and their environment. In turn, this drives our expectations of the entire student body and acts as a benchmark for interventions where necessary.

1.5. The interventions listed in this policy apply to any student that does not yet behave in the way we expect them to and is designed to strike an effective balance of support and consequence from which we expect students to demonstrate progress and self-development.

1.6. Almost all interventions undertaken within this policy will be escalatory in nature, ensuring that students are given the opportunity to demonstrate satisfactory progress whilst also applying a differentiated response based upon the severity of concerns presented.

1.7. The College recognises that sometimes behaviour that challenges is an indicator of a safeguarding concern and/or unmet need; we will always ensure that this is considered, and appropriate responses are made. In this regard, this policy should be read in conjunction with other student management policies and the Student Code of Conduct.

1.8. The College will endeavour to ensure that parental involvement[1] is central to college actions when behaviour concerns require intervention, support and escalation through this policy. When necessary, this may also extend to external agency support.

1.9. Parental involvement would mostly take the form of meetings (in person or virtual) but may also be undertaken by email or phone and is supported by the information available to parents through Pro Portal in respect to attendance and academic progress.

1.10. Usually, no student will be expelled for a first breach of discipline, except in cases of serious misconduct (see Appendix 2). However, students may enter the behaviour intervention process at any point depending on the nature of the misconduct.

1.11. This policy is wholly separate from civil or criminal legal proceedings. In cases where a Police investigation is triggered the College will minimise any internal investigative work concerning the offence to avoid compromising Police efforts and ensure that any action taken by the College is done with the consent of the Police.

---

[1] Such persons would be those identified during the enrolment process and may therefore include parents, guardians, carers, identified family members, personal sponsors etc.

## 2.	Informal behaviour interventions

2.1. Low level behaviour management strategies and basic reprimands form part of the daily contact between staff and students and could be undertaken by any member of staff at any time. Where such an intervention is deemed sufficiently serious by the member of staff[2] it will be recorded on Pro Monitor as a "Cause for Concern" in the learner comments. This ensures that a clear profile is maintained on each student within a forum accessible to all staff associated with that student; all such comments are automatically sent to the student's Cohort Lead.

2.2.	The Assistant Curriculum Manager (Programme Manager where no ACM present) is responsible for reviewing Cause for Concern comments to consider whether escalation through this policy is required. To support this, the Pro Monitor system will send a report to the Assistant Curriculum Manager each Monday morning containing the details of all students enrolled on the programme who have received Cause for Concern comments in order to ensure that timely reviews of students are undertaken. The ProMonitor system will prompt this review where, in any three (3) week period, three or more Cause for Concern(s) against a student have been recorded by any college staff member. In most cases, the Assistant Curriculum Manager will then liaise with the Cohort Lead(s) to agree to address the concerns directly with the student. This should take the form of a 1:1 meeting and be recorded as a "Learner Meeting" on Pro Monitor. This meeting must explore the reasons behind concerning behaviours and ensure that sufficient support and understanding is deployed for and achieved with the student.

2.3. Any decision taken by the Assistant Curriculum Manager/Programme Manager to escalate the matter to a "Performance Review" will consider factors such as the seriousness of concerns raised, the informal interventions undertaken and support extended so far and whether a pattern of behaviour is evident. In order to ensure that matters are escalated fairly and consistently across the college a further monitoring report is emailed to all Curriculum Managers, the SMT and Student Services each Monday morning. This report provides details on students with multiple Cause for Concern comments and highlights whether Performance Reviews have been undertaken or not. From time to time the SMT will use this report to engage with students named within it and meet the student (s) to gain an understanding of the factors contributing to their behaviour.

---

[2] See appendix 1

3.   Performance Reviews

3.1. See Appendix 1.

3.2. Performance Reviews are arranged and delivered by a member of the College Management Team. They represent a formal stage of behaviour management in which the relevant manager meets with the student and parents/guardians[3] to clarify the concerns present, to demonstrate the interventions undertaken to date and to set targets and actions against which the student's future conduct will be measured.

3.3. The member of staff leading the review meeting will have due regard to the following:

a) That the student has had the opportunity to access a representative to accompany them in the meeting (this would ordinarily be the Cohort Lead or should be a member of the Inclusive Learning Development (ILD) team for students with an ECHP).

b) That any support needs for the student have been considered and met in planning the meeting.

c) That the reasons for the review are re-clarified at the beginning of the meeting to ensure a common understanding.

d) That the student has an opportunity to respond to any allegations made or concerns raised. If necessary, a review meeting can temporarily be adjourned to allow time to do so.

e) That the student's representative and/or parents have the opportunity to present any mitigating information, and the Student Wellbeing & Safeguarding team have been consulted on safeguarding concerns relating to the intervention.

3.4. The targets and actions set will differentiate according to the concerns present and, in some cases, may be confirmed after the meeting has closed. Where possible they will provide an opportunity for a student to learn to modify their behaviour. As an example, they may include the following:

• A requirement to achieve a stated attendance percentage.

• The remediation of any damage or harm caused.

• Being placed "on report".

3.5. The outcome of Performance Reviews will be recorded on ProMonitor as a "Learner Meeting" and emailed to the student. Where appropriate, the outcome will also be emailed to parents/guardians and will also be visible on Pro Portal.

---

[3] Subject to learner status such as age, vulnerability and data sharing consent

3.6. The college manager will arrange a follow-up review meeting to consider whether the student successfully meet targets set in a previous Performance Review. If not then a Formal Warning will be issued; if targets have been successfully met then this will be recorded as a 'Cause for Celebration' within Pro Monitor and no further action will be taken.

4. Formal Warnings

4.1 See Appendix 1.

4.2 The issuing of a formal warning is a significant step within this procedure, and it represents a point in time from which all future behaviour judgements will be based.

4.3 A student can receive either a First Formal Warning or a Final Formal Warning. Due to the process of escalation within this policy most students would progress from a First Formal Warning to a Final Formal Warning if the Performance Review demonstrates that unsatisfactory progress has been made by the student.

4.4 A First Formal Warning should be issued by the most relevant member of the college management team (for example; Curriculum Manager; Curriculum Director, Head of Student Services); ideally those persons previously present at the Performance Review should be re-convened to discuss the reasons for the warning and the further targets, action and review date that will apply to the student going forwards.

4.5. A Final Formal Warning can only be given by a member of the Senior Management Team. The delivery of the warning will align to the principles set in 4.3 above.

4.6. In most cases a student will be requested to provide a statement ahead of the Performance Review at which a warning is due to be issued. This statement is an opportunity for the student to provide their own reflection of their behaviour and state any mitigating factors that they feel should be considered by the college.

4.7 Notice of any disciplinary sanction will be placed on the student's file and recorded on ProMonitor as a "Learner Meeting" where it will remain until the end of the student's programme of study. Records of any disciplinary action will remain within a student's file and be retained by the College for six years following the end of the course.

4.8. Appendix 2 provides examples of circumstances in which a student may revert to a Formal Warning immediately without prior informal interventions being undertaken.

5. Exclusions from college

5.1. See Appendix 1.

5.2. If a student fails to meet the targets set in a Final Formal Warning the member of the SMT convening the Performance Review may make a recommendation for permanent exclusion.

5.3. The College seeks to minimise the number of students excluded and as such this recommendation is considered by a panel of staff and is convened to ensure that exclusion decisions made about students are not undertaken by a single member of the SMT. The panel will comprise at least two members of the SMT, the relevant Curriculum Manager and/or Assistant Curriculum Manager and a representative from Student Services, Student Wellbeing & Safeguarding or the ILD team (where appropriate and relevant). If relevant staff are unable to attend, then they will provide feedback to the panel in advance which will be considered at the meeting.

5.4. The student and parents are not permitted to attend the panel meeting but will be given an opportunity to provide any further mitigating information beyond that shared at the Performance Review. This information will be considered by the panel.

5.5. If the panel support the recommendation for permanent exclusion made at the Final Formal Review, then the student will be permanently excluded from the College.

5.6. Where possible the confirmation of exclusion will provide guidance on potential next steps within alternative education and development routes available to the student.

5.7. An appeal against exclusion will be undertaken by the Principal and a member of the Governing body. Refer to Appendix 3.

5.8. Any exclusion against which an appeal is made shall continue to operate pending the determination of the appeal.

5.9. Any student excluded from the College under this policy will not be permitted to re-enrol at any time on a course run by the College without the express permission of the Principal.

6.   Suspensions from college

6.1 The following members of staff have the authority to suspend a student for a serious breach of discipline not exceeding ten working days:

- SMT
- Assistant Principal/Curriculum Manager/Director
- Head of Student Services
- Safeguarding and Wellbeing Manager

6.2   A suspension is a temporary measure which means that the student may not attend College or participate further within the course for a period of time. The student may be provided with work to undertake at home during the suspension period in order to continue progress on their course.

6.3   During a suspension period the Cohort Lead will be the first point of contact for the suspended student.

6.4   A suspension may be a neutral act whilst further investigation takes place, or it may be disciplinary measure. The College recognises that a suspension can have a significant impact upon a student and will endeavour to keep the numbers of students suspended to a minimum and keep the length of a suspension to a minimum. The SMT will review the list of suspended students each week to ensure that actions pertaining to the suspended students are prioritized in the workload of relevant staff and to ensure that staff availability to undertake Performance Reviews does not delay a student's return to college.

6.5   When used as a disciplinary intervention a suspension is justified if:

- the student's behaviour is harming the education or welfare of others or themselves. This would also relate to concerns about animal welfare.
- the presence of the student onsite presents an unacceptable level of risk to the college that cannot be sufficiently mitigated. For example, truantism and triggering behaviour.

6.6   Some examples of the types of behaviours that could lead to a suspension include (either immediately or following a Performance Review):

- Physical or sexual assault
- Threatening behaviour to staff or students
- Repeated refusal to accept college rules
- Dangerous behaviour (e.g. poor driving, animal handling, not following safe working procedures).
- Bringing a dangerous or illegal item onto the college site
- Use of discriminatory language or discriminatory behaviour
- Bringing the college into disrepute

- Bullying & harassment (post-investigation)
- Inciting unacceptable behaviours in others (e.g. violence, harassment & intimidation)

6.7 A student may be suspended from residency and continue to attend college and participate within the course where the circumstances of the suspension are purely related to the Terms and Conditions of Residency.

6.8 The reason for suspension will be given by email to the student and parent on the day of the suspension. This will be issued by the member of staff dealing with the suspension and it will include the reason for the suspension, the type of suspension (fixed term or indefinite), proposed day of readmission (if appropriate and known) and, where appropriate, arrangements for students to continue with their studies and to take examinations[4].

6.9 The staff member delivering the suspension will record this action on Pro Monitor by setting up a Learner Meeting (Suspension). This will notify Student Records (to ensure that the register is updated). The PA team will ensure that the suspension "badge" is applied to the student's profile.

6.10 The Cohort Lead will contact the student within 1 day of the start of the suspension (via Microsoft Teams) to confirm what learning should be undertaken from home and what arrangements will be facilitated for exams that may fall during this period.

6.11 The relevant Curriculum Manager[5] is then responsible for any investigative work required to enable any judgement on the student's return to college to be made.

6.12 A Performance Review will be convened to consider the terms applicable to the student's re-admission to the college. The level at which the Performance Review is held (CMT or SMT) will depend on the reasons for the suspension and previous disciplinary interventions undertaken.

A summary of the process outlined over the page:

---

4 Suspended students will be permitted to attend exams where the date of the exam cannot be changed (e.g GCSE's).
5 The Head of Student Services will investigate if the suspension relates to 6.7
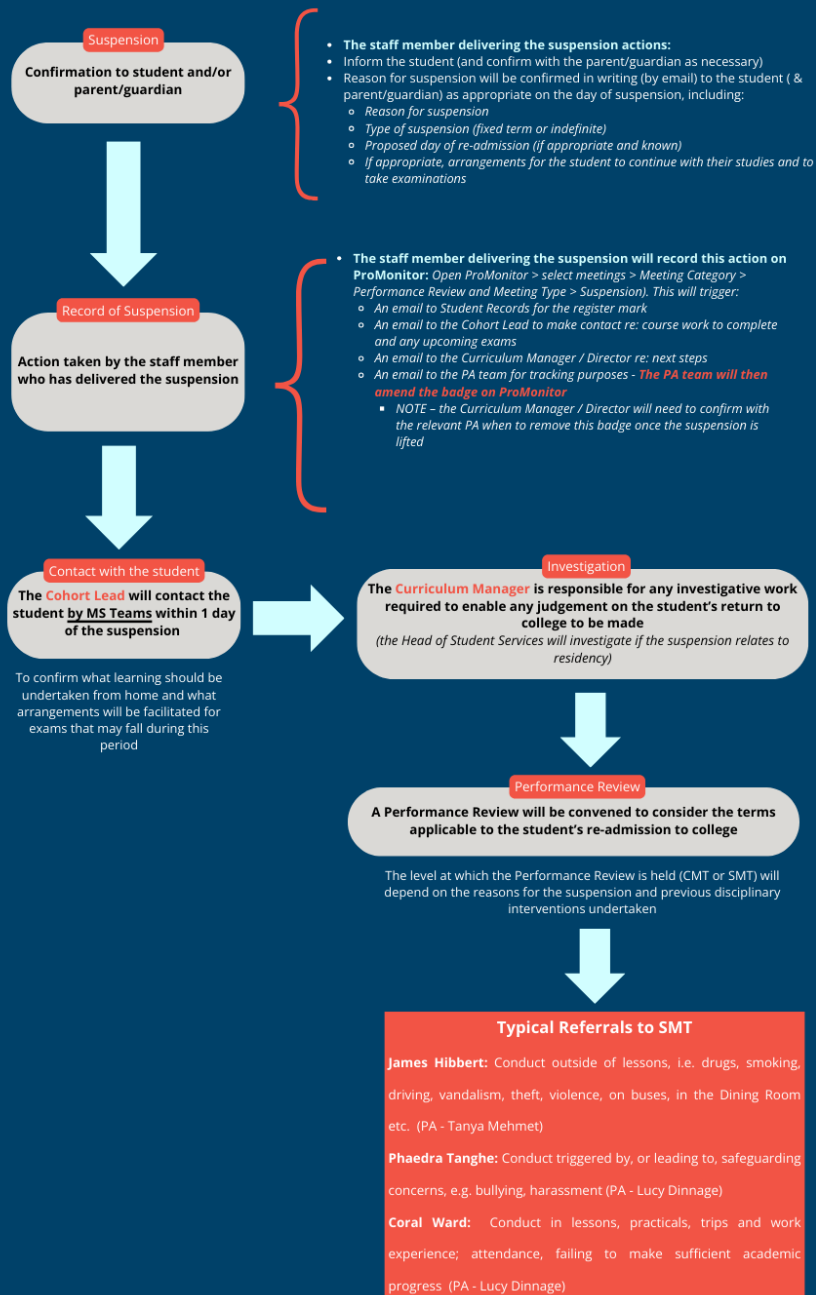
PLUMPTON COLLEGE

EST. 1926

Suspensions from College

Refer to section 6 in the Student Behaviour Intervention Policy and Procedure

Who can suspend a student?

- SMT
- Curriculum Manager / Director
- Head of Student Services
- Safeguarding & Wellbeing Manager

Suspension

Confirmation to student and/or parent/guardian

- **The staff member delivering the suspension actions:**
- Inform the student (and confirm with the parent/guardian as necessary)
- Reason for suspension will be confirmed in writing (by email) to the student (& parent/guardian) as appropriate on the day of suspension, including:
  - *Reason for suspension*
  - *Type of suspension (fixed term or indefinite)*
  - *Proposed day of re-admission (if appropriate and known)*
  - *If appropriate, arrangements for the student to continue with their studies and to take examinations*

Record of Suspension

Action taken by the staff member who has delivered the suspension

- **The staff member delivering the suspension will record this action on ProMonitor:** *Open ProMonitor > select meetings > Meeting Category > Performance Review and Meeting Type > Suspension). This will trigger:*
  - *An email to Student Records for the register mark*
  - *An email to the Cohort Lead to make contact re: course work to complete and any upcoming exams*
  - *An email to the Curriculum Manager / Director re: next steps*
  - *An email to the PA team for tracking purposes - **The PA team will then amend the badge on ProMonitor***
    - *NOTE – the Curriculum Manager / Director will need to confirm with the relevant PA when to remove this badge once the suspension is lifted*

Contact with the student

The Cohort Lead will contact the student by MS Teams within 1 day of the suspension

To confirm what learning should be undertaken from home and what arrangements will be facilitated for exams that may fall during this period

Investigation

The Curriculum Manager is responsible for any investigative work required to enable any judgement on the student's return to college to be made
(the Head of Student Services will investigate if the suspension relates to residency)

Performance Review

A Performance Review will be convened to consider the terms applicable to the student's re-admission to college

The level at which the Performance Review is held (CMT or SMT) will depend on the reasons for the suspension and previous disciplinary interventions undertaken

Typical Referrals to SMT

James Hibbert: Conduct outside of lessons, i.e. drugs, smoking, driving, vandalism, theft, violence, on buses, in the Dining Room etc. (PA - Tanya Mehmet)

Phaedra Tanghe: Conduct triggered by, or leading to, safeguarding concerns, e.g. bullying, harassment (PA - Lucy Dinnage)

Coral Ward: Conduct in lessons, practicals, trips and work experience; attendance, failing to make sufficient academic progress (PA - Lucy Dinnage)

7. 14-16 years school students

7.1. Separate arrangements apply to students attending college on release from a school. Responsibility for any disciplinary management and action primarily rests with the school and in all cases the College will liaise fully with the school.

7.2. In support of 1.1 – 1.12 above, the College reserves the right to suspend and/or exclude 14-16 years school students from the College. If a member of the SMT, Curriculum Manager, the Head of Student Services or Duty Manager decides that it is necessary for a 14-16 years school student to leave the premises, the school or the student's parent/guardian will be contacted and asked to collect the student.

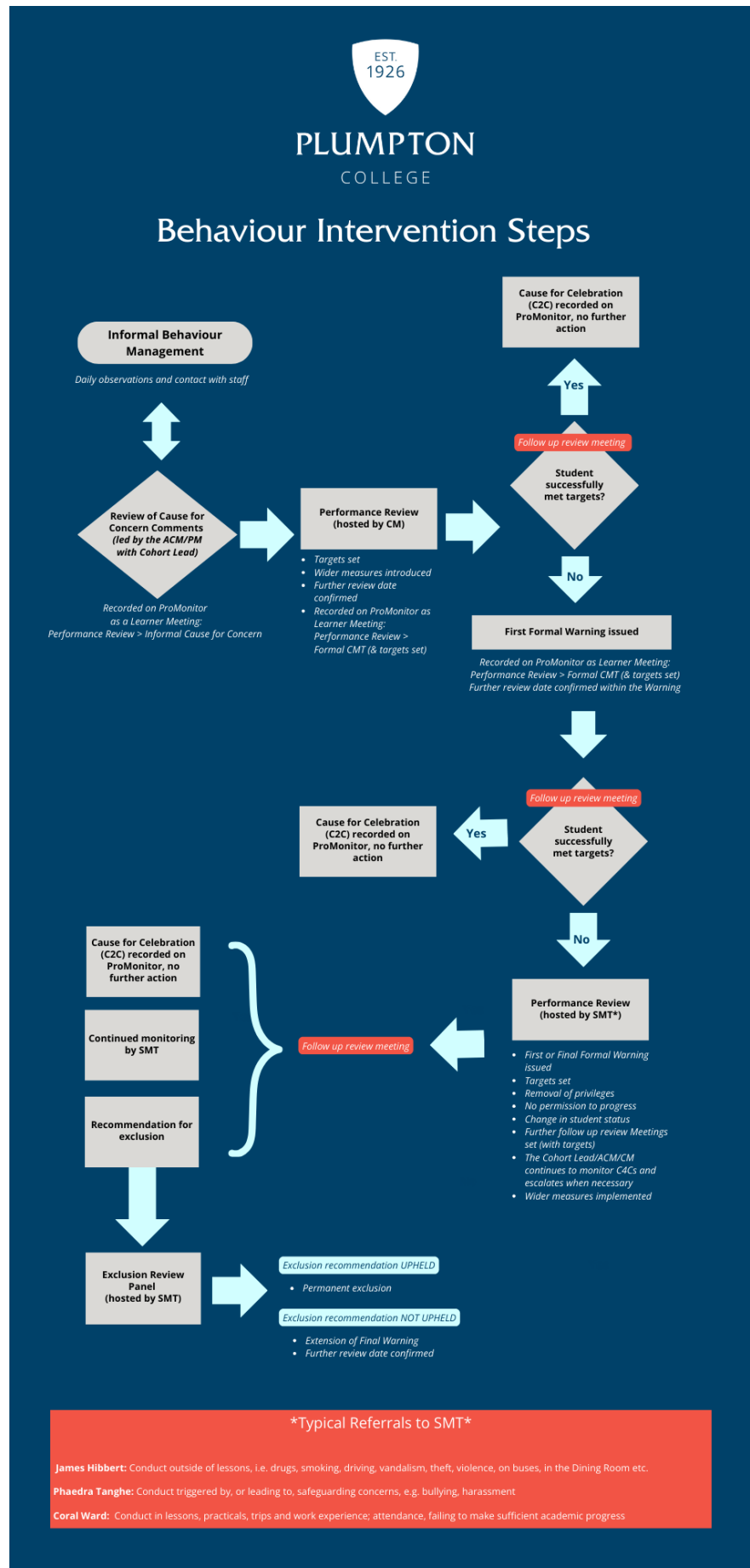**7.3.** Electively Home Educated Students will follow the same process as all other FE students.

8. Monitoring and assurance framework

8.1 In order to ensure that interventions taken with students in respect to their behaviour are both consistent and considered in light of the individual circumstances of each student the following monitoring and assurance measures will be employed:

Measure	Features	Responsibility and timeframe to action	Expected Impact
3 strike alert	Email notification triggered when a student receives >3 C4C's in 30 days.	Cohort Leads – triggers review of student at next team meeting or 1:1	Poor behaviour is not left unchecked; interventions are timely.
CM Portal	Live intervention data across all divisional cohorts; target tracking tool.	ACM & CM/CD – weekly review (as part of team meeting preparation)	Follow-ups on targets set are undertaken; whole team involvement in student reviews.
Suspension prompt	Auto-filled email template ready to send to parents/guardians.	CMT – within one day of suspension	Ensures suspension notification is issued timely, with a clear rationale and next steps.

Monday morning C4C report	Drill-down cohort report showing number of C4C's in total & last 3 weeks alongside date of last intervention.	ACM & CM/CD – weekly review (as part of team meeting preparation) SMT – weekly sample undertaken	Students exhibiting concerning behaviour are not overlooked and considered for further intervention.
Performance Management App	Live intervention data at all levels; compliance and system usage indicators	CMT & SMT – weekly review	Assists in intervention triage, informs CPD requirements, facilitates trend and compliance analysis.
Fortnightly SMT review	Compliance tracking, impact assessment & trend analysis	Deputy Principal	Resources for support, mentoring, training and intervention are deployed where they are needed most.

9.
Appendix 1 – Behaviour Intervention Stages

PLUMPTON COLLEGE

Behaviour Intervention Steps

Informal Behaviour Management

Daily observations and contact with staff

Review of Cause for Concern Comments *(led by the ACM/PM with Cohort Lead)*

Recorded on ProMonitor as a Learner Meeting: Performance Review > Informal Cause for Concern

Performance Review (hosted by CM)

- *Targets set*
- *Wider measures introduced*
- *Further review date confirmed*
- *Recorded on ProMonitor as Learner Meeting: Performance Review > Formal CMT (& targets set)*

Cause for Celebration (C2C) recorded on ProMonitor, no further action

Follow up review meeting

Yes

Student successfully met targets?

No

First Formal Warning issued

Recorded on ProMonitor as Learner Meeting: Performance Review > Formal CMT (& targets set) Further review date confirmed within the Warning

Follow up review meeting

Cause for Celebration (C2C) recorded on ProMonitor, no further action ← **Yes** — **Student successfully met targets?**

No

Performance Review (hosted by SMT*)

- *First or Final Formal Warning issued*
- *Targets set*
- *Removal of privileges*
- *No permission to progress*
- *Change in student status*
- *Further follow up review Meetings set (with targets)*
- *The Cohort Lead/ACM/CM continues to monitor C4Cs and escalates when necessary*
- *Wider measures implemented*

Cause for Celebration (C2C) recorded on ProMonitor, no further action

Continued monitoring by SMT

Recommendation for exclusion

Follow up review meeting

Exclusion Review Panel (hosted by SMT)

Exclusion recommendation UPHELD
- *Permanent exclusion*

Exclusion recommendation NOT UPHELD
- *Extension of Final Warning*
- *Further review date confirmed*

Typical Referrals to SMT

James Hibbert: Conduct outside of lessons, i.e. drugs, smoking, driving, vandalism, theft, violence, on buses, in the Dining Room etc.

Phaedra Tanghe: Conduct triggered by, or leading to, safeguarding concerns, e.g. bullying, harassment

Coral Ward: Conduct in lessons, practicals, trips and work experience; attendance, failing to make sufficient academic progress

13

Appendix 2 A

Racist and Discriminatory Language and Behaviour

This Appendix forms part of the **Behaviour Management Intervention Policy and Procedure** and must be read in conjunction with:

- Behaviour Management Intervention Policy & Procedure (including Appendix 2)
- Anti-Bullying & Harassment Policy
- Equality, Diversity & Inclusion Policy
- Safeguarding Policy

This Appendix applies to **all students, staff, programmes, and delivery areas**.

1. Purpose

This Appendix provides additional clarity to the Behaviour Management Intervention Policy and Procedure in relation to incidents involving racist and discriminatory language or behaviour, including so-called "banter".

In assessing such incidents, the impact of the language or behaviour on individuals and the wider community is prioritised over the intent of the person responsible. Even where harm was not intended, language or actions that cause offence, exclusion, or distress will be taken seriously and addressed accordingly. This reflects t**he principle that intent does not negate impact,** and that responsibility lies in understanding and respecting how words and behaviours affect others.

It establishes:

- Clear definitions
- Behavioural thresholds
- Examples of unacceptable conduct
- Minimum required actions and escalation routes

The aim is to ensure **consistent application, challenge, reporting, and escalation** across the College.

Behaviour that contradicts **College Values and British Values**, including racism, transphobia, misogyny, homophobia, and other discriminatory conduct, may warrant a **Performance Review** as outlined in Appendix 2B of the policy.

2. Key Principles

- **Zero tolerance, fair application**
  All discriminatory behaviour is unacceptable and must be challenged and reported. Responses are proportionate to severity, intent, persistence, and impact, in line with the Behaviour Intervention framework.
- **Consistency across provision**
  The same behavioural thresholds apply across all programmes, subjects, and departments.

- **Safeguarding included**

  All Cause for Concern submissions must include Safeguarding.

- **Victim-centred response**

  Affected students will be supported and the College will close the loop by confirming that action has been taken, without breaching confidentiality.

3. Definitions

3.1 Racism / Racial Discrimination

Any language, behaviour, gesture, tone, exclusion, or decision that demeans, disadvantages, or harms a person or group based on race, ethnicity, nationality, skin colour, or perceived origin.

3.2 Microaggression

Every day, subtle, often unintentional comments or actions that convey bias or insult (e.g. "Where are you really from?", mocking accents).

3.3 Abuse / Harassment

Hostile, degrading, or threatening behaviour, slurs, repeated actions, or conduct (including online) that creates an intimidating, hostile, or offensive environment.

3.4 "Banter"

So-called banter is unacceptable where it:

- Targets a protected characteristic
- Is directed at an individual or identifiable group
- Is reasonably likely to cause offence or harm
- Continues after being challenged or asked to stop

3.5 Ignorance vs. Malice

- **Ignorance**: First occurrence, lack of awareness, openness to learning. Still harmful and must be challenged, reported, and addressed proportionately.
- **Malice**: Intentional, targeted, hostile, or repeated behaviour. Requires immediate escalation and may warrant suspension.

Malice does not just mean the words used; it can come through tone or subtle context clues that are designed to unsettle minority groups.

4. Minimum Required Actions (All Incidents)

All staff must:

1. **Challenge the behaviour in the moment**
2. **Log a Cause for Concern on ProMonitor**

o Add discrimination reason from drop down *'discrimination category'* and select the type of discrimination (e.g. racism, homophobia)

3. **Notify the Assistant Curriculum Manager (ACM) / Curriculum Manager (CM)** and relevant Cohort Lead

See it – Say it – Report it

- **See it**: Acknowledge the incident
- **Say it**: Address and stop the behaviour
- **Report it**: Log and escalate appropriately

5. Behaviour Thresholds and Escalation

Category 1: Microaggression (Low-Level)

Indicators

- First occurrence
- Ignorance rather than malice
- Low disruption
- Clear remorse

Minimum Action

- Cause for Concern logged
- ACM/CM review
- Formal sanctions followed when proven
- Education and restorative intervention

Category 2: Overt Discriminatory Behaviour

Examples

- "Go back to where you came from"
- Racial slurs
- Mocking accents or names
- Hostile stereotyping

Minimum Action

- Cause for Concern logged
- Immediate escalation to ACM/CM
- Performance Review
- Formal sanctions followed when proven

Category 3: Persistent or Malicious Behaviour

Indicators

- Repeated behaviour after warning
- Harassment or intimidation
- Online targeting
- Threats or behaviour bringing the College into disrepute

Minimum Action

- Cause for Concern logged
- Immediate suspension pending investigation (Policy section 6.6)
- Performance Review
- Formal sanctions followed when proven

Note: *Under Policy section 1.10, students may enter the behaviour intervention process at any stage depending on the nature of misconduct. Malicious racist behaviour should start at Performance Review.*

6. Examples of Discriminatory Behaviour (Always Challenge)

6.1 Racism, Xenophobia, Immigration

- Slurs or derogatory language e.g. "Go back to where you came from"
- Mocking accents or names
- Linking race or nationality to criminality
- Comments about migrants or refugees e.g. "taking our jobs", "stealing our benefits", "are rapists'
- Stereotyping (e.g. "People from X are lazy")
- Racially charged memes or posts
- Stereotyping Traveller, Roma, or Gypsy communities e.g. "you are a pikey"', "the gypos are in town…lock your things down"
- Use of the N-word, use of racial slurs such as "paki".

6.2 Ableism

- Use of terms such as "cripple", "handicap", "special", the retard, spastic
- Mimicking disabilities
- Mocking mobility aids, such as "Can I have a go on your wheelchair".
- Dismissing neurodiversity (e.g. "That's so autistic")

6.3 Religion

- Derogatory terms about beliefs
- Religious stereotyping
- Islamophobic, antisemitic, or anti-Christian statements such as "all Muslims are terrorists".

6.4 Homophobia / Biphobia

- "That's so gay"
- Use of the faggot word
- Outing without consent
- Fetishisation e.g. overt references to lesbian sex being attractive to straight male students or intrusive questioning e.g. references to anal sex

6.5 Transphobia

- Rejecting gender diversity and inconsiderately claiming that only male and female exist.
- Deliberate or repeated deadnaming (knowingly using a previous name)
- Intentional misuse of pronouns
- Invasive questions about bodies

6.6 Sexism / Misogyny

- Normalising or references to sexual violence
- Victim-blaming language, such as "she's asking for it".
- Derogatory terms directed at women, such as "she's just being dramatic", "alright babe".
- Comments towards women designed to unsettle, usually said in a certain way or in front of a group of friends "you look nice in those trousers", "you've got a lovely new hair cut". Words themselves aren't derogatory, but the jeering and group mentality make it unacceptable.
- Reinforcing outdated gender roles such as "women belong in the kitchen".

6.7 Ageism

- Demeaning language based on age "you're a woman of a certain age" or "are you having a menopausal moment"

This list is not to offend but instead provide some realistic examples of what you may find in the College environment. The above is a reflection of language and/or incidents which have occurred within the college/our staff and students have encountered. This list is not exhaustive. Staff are expected to use professional judgement.

7. Targets, Actions, and Outcomes

Possible interventions include:

- **Education**: Completion of anti-racism or EDI learning modules with reflection
- **Restorative**: Apology or reflective statement addressing impact (where safe)
- **Behavioural**: Clear no-repeat agreement, report card, classroom participation expectations
- **Monitoring**: Review after 2–3 weeks (Policy section 3.6); failure leads to Formal Warning
- **Community Contribution**: Supervised service activities, where appropriate

8. Victim Communication – Closing the Loop

Affected students must receive acknowledgement within **2 working days**.

Standard Communication Template

"Thank you for speaking with us. We've logged the incident and are addressing it under College policy. While we can't share confidential details about another student, we can confirm that appropriate action is underway. If you'd like additional support, Student Wellbeing and Safeguarding are available. We'll follow up once the review is complete."

A follow-up acknowledgement must be sent once actions have been taken.

9. Staff Intervention Script (Guidance)

In the Moment

- "I'm stopping this conversation here. That comment is not acceptable in this class."
- "Comments like that can cause harm, even if intended as a joke."
- "We're continuing with the lesson. I will follow this up afterwards."

After the Lesson (5–10 minutes)

- Explain why the behaviour was unacceptable and outline next steps
- Check in with affected student(s)
- Log the incident on ProMonitor with Safeguarding included

End of Appendix 2A

Appendix 2 B

Behaviour Classifications

The tables below list the types of behaviour that are dealt with under both informal and formal procedures. Sometimes the offence committed is sufficiently serious to by-pass the informal procedure and revert immediately to any stage of the formal procedure. This table is intended to act as a guide and the lists within are not exhaustive.

Examples of behaviour that would be dealt with informally by all staff and recorded as a Cause for Concern on Pro Monitor
• Abusive or offensive language (verbal, written, including online) • Failure to wear their lanyard and ID • Undue noise disturbance • Failure to follow staff instructions • Smoking in non-designated area • Dropping litter • Disruptive or disrespectful behaviour • Disrespect to College property • General misbehaviour • Parking infringements • Failing to follow residential and transport terms and conditions • Poor punctuality • Disruption to learning • Missing work submission deadline • Continued failure to bring in/wear correct PPE

Examples of behaviour that would warrant a Performance Review by the Curriculum Manager

- Behaviour contrary to College and British Values such as racism, transphobia and misogyny
- Failure to produce student identification, confirm who they are or confirm which course they are studying
- Repeated informal interventions by staff
- Failure to meet the targets set when on report
- More than 3 assignment submissions outstanding
- Dangerous driving onsite
- Anti-social behaviour
- Low level criminal activity such as theft and vandalism (including misuse of computer equipment or software)
- Violent, indecent, disorderly, threatening and offensive behaviour or causing harm to others
- Emotional harm to another person which includes harassing, victimising, or discriminating against any person on grounds of age, disability, race, ethnic or national origin, religion or beliefs, sex, sexual orientation, gender identity, gender reassignment, pregnancy, maternity, marriage or civil partnership, socio economic background
- Actions which cause others to be at risk
- Actions that affect the College reputation on trips, visits or Work Experience
- The use of rude, insulting, abusive or offensive language towards staff, students or external stakeholders
- Non-payment of library fines
- Recording video or audio footage of a member of staff or student (s) without their permission.
- Failure to meet targets set by a Cohort Lead/Assistant Curriculum Manager.

Examples of behaviour that would warrant a Performance Review by a member of the SMT
- Failure to improve following first formal warning or escalation of any above listed concern   - Sexual misconduct (this includes sexual harassment, sexual assault, sexual abuse and any conduct of a sexual nature that is without consent (including conduct online/via social media or use of technology)   - Supply of alcohol to students aged under 18 years   - Sale of alcohol, tobacco or drugs on site   - Continued or severe emotional harm to another person   - Theft, fraud, deliberate falsification of records   - Incapacity caused by being under the influence of alcohol or drugs   - Actions that compromise the health and safety   - Child on child abuse   - Substance abuse   - Possession of, or dealing in any illegal drugs or 'legal highs' (including drug related paraphernalia)   - Aggressive, threatening behaviour or physical violence   - Any other criminal activity   - Plagiarism or exam irregularities

Appendix 3 – Appeals against exclusion

A student (or their parent/guardian if under 18 or with an EHCP) is able to appeal any of the sanctions resulting from the exclusion panel review meeting and should inform the Principal by email within ten working days of notification of exclusion, to complaints@plumpton.ac.uk

The appeal is not designed to be a re-hearing of the Performance Review, and the appeal letter should state on which of the following grounds the appeal is being lodged:

- That the proper formal review procedures were not observed with an explanation of areas where non-observance occurred and that as a result of this non-observance:
- An unfair judgement was reached on the student
- The student suffered a loss of opportunity to transfer to an alternative education provider in a timely fashion
- That evidence has become available which was not presented to the hearing, and which may have a bearing on the case. Exact details of the evidence must be given.
- That the Performance Review penalty is considered to be unfair or inappropriate.

The PA to the Principal will advise the SMT involved in the Exclusion Panel Review that an appeal has been received and ask them to provide a written summary of the case and reasons for decisions at least three working days before the hearing, together with copies of any evidence to be used at the appeal hearing. The SMT will also be asked if they will be calling witnesses to give evidence at the hearing.

The PA to the Principal will ask the student to prepare a written statement of their case and provide this within at least three working days of the hearing. The statement should include the student's reasons for the appeal and indicate what remedy the student is seeking. The student will also be asked to confirm if they will be calling witnesses to give evidence at the hearing.

The student (or student's representative) and appeal panel will be provided with an appeal pack at least three days in advance of the hearing which may include the hearing procedure to be followed, copies of any formal review evidence such as incident reports and witness statements and the management case.

The appeal hearing will be arranged as soon as reasonably practicable. When arranging the date of the meeting a check will be made of whether the student has any family, religious or other cultural events which might influence the date of the meeting.

The appeal panel will comprise:

- The Principal – to act as Panel Chair
- A member of the Governing body – (Panel Member)
- Senior Management Team – (depending on who made the decision to exclude the student)
- Student and their parent/guardian or someone to provide personal support
- Witness(es) may be called by the student and/or College as appropriate
- A minute taker

At the appeal hearing, the student will be entitled to be accompanied and represented by a friend, student representative or relative (but not legal or another professional adviser).

Notes of the appeal hearing will be taken and will remain on the student's file for the duration of the retention of the file – six years. The notes of the hearing will be made available to the student on request.

Where an appeal is upheld then a programme to support the student return to college will be developed. Where an appeal is not upheld, the College will, wherever possible, provide advice and guidance to the student on future training and career paths.

When a student has exhausted the College's appeal procedures, the student has the right to make a complaint to the Education and Skills Funding Agency or Ofsted and would be provided with information on this should the appeal be rejected.

Failure to Attend the Appeal Hearing

If a student fails to attend a hearing (including an appeal hearing), those conducting the hearing will contact the student to ascertain the reason for his/her absence and will decide whether to proceed in his/her absence or re-arrange the hearing to another time. If the student is absent for a valid reason which could not reasonably have been foreseen, the hearing should normally be rearranged once. If the student cannot be contacted or if no valid reason can be produced, the hearing/appeal hearing may proceed in their absence and a decision reached. The decision will be made from the evidence available at that time. The student will be informed of the decision in writing within five working days of the hearing.

Procedure for Appeals against Exclusion

The Chair will call in the Student, the Student's representative and the decision maker[6] and outline the procedure to be followed (as set out below) and advise that notes of the meeting will be taken.

1. The student to present their case including any mitigating circumstances to be considered and the remedy sought.
2. The student to call witnesses (if any).
3. The decision maker to be given the opportunity to ask questions of the witnesses and student through the Chair.
4. The Chair to ask questions of the witnesses and student.
5. Student's witnesses to withdraw.
6. The decision maker to state the College's case.
7. The decision maker to call witnesses (if any).
8. The student to be given the opportunity to ask questions of the witnesses and decision maker.
9. The Chair to ask questions of the witnesses and decision maker.
10. Decision maker's witnesses to withdraw.
11. The Chair to ask any additional questions of the student and decision maker.
12. The student to be given an opportunity to sum up their case.
13. The decision maker to be given an opportunity to sum up the College's case.
14. The Panel to review the case in private (with an administrator present) and make decision.
15. Student and decision maker to be recalled and informed of the decision.

---

[6] *decision maker refers to the member of staff that excluded the student (i.e. the Deputy Principal or Vice Principal)*