



Policies & Procedures

Student Behaviour Management Policy

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Senior Manager responsible:	Assistant Principal Student Life and Wellbeing

Alternative Formats:

If you require this document in an alternative format,
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Student Behaviour Management Policy

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1. Purpose of this Policy

Coastland College expects all students to behave in a way that supports learning, keeps everyone safe and shows respect for others, the college environment and the wider community.

Our aim is to support all students in reaching their ambitions, preparing them for the world of work or further study.

A key part of this commitment is focusing on improving attendance, behaviour, and engagement, which helps students succeed and supports staff in their roles.

Working together, we aim to build a culture of respect, responsibility, and inclusivity, reducing incidents of negative behaviour while encouraging a safe, calm, and productive learning environment for all.

This policy explains how the College manages concerns about behaviour, attendance, punctuality, engagement, attitude to learning and course suitability.

It is designed to be clear for students, parents/carers and staff, so that everyone understands the process, who is responsible and what may happen if concerns do not improve.

The policy is in two parts:

Part 1:

The 6-week review process for students during the first 42 days of their programme.

Part 2:

The formal behaviour management process from week 7 onwards, after day 42.

The 6-week review process can bypass or fast-track the wider behaviour management process where there are concerns.

This means that, during the first 6 weeks, the College does not need to move through the full staged behaviour process before taking further action.

Where required, this may include removal from the course or permanent exclusion from college.

2. Our Expectations

All students are expected to:

- Follow the Student Code of Conduct;
- Attend regularly in person and arrive on time – achieve the required attendance expectations at all times;
- Show respect to staff, students, visitors and the wider college community;
- Follow reasonable instructions from staff;
- Take responsibility for their own behaviour and learning;
- Keep themselves and others safe;
- Use appropriate language and behaviour at all times;
- Respect college property, equipment, animals, land, facilities and digital systems;
- Follow all college rules, including those relating to safeguarding, health and safety, online behaviour, bullying, harassment, drugs, alcohol, weapons and conduct in the community.

Where students do not meet these expectations, the College will respond proportionately.

The aim will usually be to support the student to improve.

However, the College will take firm action where behaviour affects safety, learning, wellbeing or the reputation of the College.

3. Part 1: The 6-week Review Process

All students are reviewed during the first 6 weeks of their programme. This covers the first 42 calendar days.

The purpose of the 6-week review is to make sure that the student is on the right course, understands the standards expected and is able to meet the expectations of Coastland College.

During this period, staff will review:

- Attendance and punctuality;
- Behaviour and conduct;
- Attitude to learning;
- Engagement in lessons and wider college activities;
- Completion of work and coursework;
- Compliance with health and safety expectations;
- Respectful behaviour towards staff, students and the college community;
- Any safeguarding, wellbeing or support concerns;

and

- Overall suitability for the course or programme.

Where there are no concerns, the student will continue on their course as normal.

Where concerns are identified, the student may be placed into the formal 6-week review process.

3.1 Student Portal Confirmation Process

Curriculum teams must use the Staff Portal to confirm whether a student is subject to the 6-week review process.

This will be completed through a simple yes/no tick box system.

Course Managers / Lecturers must confirm one of the following:

Yes

The student is subject to the 6-week review process because there are concerns relating to behaviour, attendance, punctuality, engagement, attitude to learning, course suitability or another relevant issue.

No

There are currently no concerns requiring the student to be placed under the 6-week review process.

Where “**Yes**” is selected, the appropriate form on the staff portal must be completed with the required information. A review meeting must also be arranged, completed and recorded in the Staff Portal.

The Staff Portal form must include:

- The reason the student has been placed under the 6-week review process;
- The concern that has been identified and the impact of the concern on the student’s learning, safety, progress or conduct.
- The date of the review meeting and who attended the meeting;
- The targets or actions agreed and any support being put in place;
- The review date;
- The possible consequences if the required improvement is not made;
- The outcome of the review meeting.

The information recorded on the Staff Portal may be shared with the student and, where appropriate, parents/carers.

Staff completing the form must therefore be mindful that the content recorded needs to be professional, factual and appropriate to share.

Staff should avoid informal comments, personal opinions, judgemental language or anything that would not be suitable for the student or parent/carer to read.

Records should be clear, evidence-based and focused on the behaviour, concern, support and actions required.

This ensures that the process is fair, transparent and easy for everyone to understand.

The Staff Portal must be used to record each stage of the process. This ensures there is a clear record of concerns, support, actions, meetings and decisions.

3.2 Why the 6-week Review is Different

The first 6 weeks are an important settling-in period.

If concerns arise during this time, the college may use the 6-week review process instead of the wider staged behaviour management process.

This means that the College may fast-track action where there are serious or repeated concerns.

The College is not required to issue an informal warning, written warning and final written warning before taking further action during this period.

Where concerns are significant, repeated or do not improve, the outcome of the 6-week review process may include:

- Additional support;
- A behaviour, attendance or engagement target plan;
- A course move, or change of programme, where appropriate and available;
- A managed withdrawal from the programme;
- Suspension while concerns are reviewed or permanent exclusion from the College.

3.3 Ownership and Responsibility during the 6-week Review Process

The 6-week review process must be actively managed and completed within the required timescales.

The **Course Manager** is responsible for identifying concerns early, recording them in the Staff Portal and completing the Stage 1 Review where required.

The **Head of Curriculum** is responsible for ensuring that the process is owned, monitored and progressed within the required timescales.

The **Head of Curriculum** must ensure that concerns are not left unresolved and that the necessary forms, meetings, actions and reviews are completed in the Student Portal.

The **Head of Curriculum** is responsible for completing the Stage 2 Review.

The **Assistant Principals** or the **Deputy Principal** are responsible for reviewing cases at the final Stage 3 Review where concerns have not been resolved, where the student may not be suitable to continue on the course, or where permanent exclusion may be required.

Although Course Managers may start the process, the Head of Curriculum must ensure that it is progressed properly.

This includes checking that the correct stages have taken place, that meetings have been recorded, that parents/carers have been involved where appropriate and that the student has been given clear expectations and targets.

3.4 Review Points during the First 6-weeks

Where a student is placed into the 6-week review process, the following review stages will normally apply.

3.5 Stage 1 Review Meeting – Course Managers (recommended window in the first 2 weeks)

The Stage 1 Review must be completed by the Course Manager.

This stage should be used where early concerns are identified.

This may include

- poor attendance
- Lateness;
- Low engagement;

- Disruptive behaviour;
- Poor attitude to learning;
- Failure to follow instructions;
- Lack of progress; or
- Concerns about suitability for the course.

The Stage 1 Review meeting should involve the student and the Course Manager. Other relevant staff may also be involved where appropriate. The outcome should be recorded on the staff portal.

Parents/carers should be informed or involved where appropriate, particularly for students aged under 18 or where support from home would help the student improve.

The **Outcome of the Stage 1 Review** may include:

- Clear behaviour;
- Attendance; or
- Engagement Targets;
- A clear explanation of what must improve with additional support, or signposting where appropriate;
- A warning that failure to improve may lead to escalation to the Stage 2 Review with the Head of Curriculum.

The Course Manager must ensure that the meeting, actions and targets are recorded in the Staff Portal using the appropriate form.

The Course Manager must also alert the Head of Curriculum where concerns are serious, repeated or likely to require escalation.

3.6 Stage 2 Review Meeting – Head of Curriculum (recommended window within the first 4 weeks)

The Stage 2 Review must be completed by the Head of Curriculum.

This stage should be used where concerns continue, where new concerns arise, or where the student has not met the targets set at the Stage 1 Review.

The Head of Curriculum must review the Staff Portal record before the meeting and check that the Stage 1 Review has been completed properly.

The Stage 2 Review meeting should involve the student, the Head of Curriculum and any relevant staff. Parents/carers should normally be involved for students aged under 18.

The **Outcome of the Stage 2 Review** may include:

- Updated targets and expectations;
- A formal improvement plan with additional support or intervention where applicable;
- A review of course suitability;
- A warning that failure to improve may result in escalation to the Assistant Principal or Deputy Principal at the Stage 3 Review stage.

It must be made very clear to the student and parent that if permanent exclusion or withdrawal is a likely outcome at the final stage.

- Consideration of managed withdrawal, course transfer or removal from the course where appropriate.

The Head of Curriculum must ensure that the meeting, actions, targets and review date are recorded in the Staff Portal using the appropriate form.

The Head of Curriculum must also ensure that the case is escalated in time where there is a risk that the student may not be suitable to continue beyond the first 6 weeks.

The Head of Curriculum owns the process at this stage and must make sure that the necessary steps are completed before the final Stage 3 Review.

3.7 Stage 3 Review – Assistant Principal or Deputy Principal (recommended window within the first 5-6 weeks)

The Stage 3 Review must be completed by Assistant Principal or Deputy Principal where:

- Concerns have not been resolved: or
- The student may not be suitable to continue on the course; or
- Where permanent exclusion may be an outcome.

This Review stage is **not** a meeting; this Review will be carried out by the Assistant Principal or Deputy Principal and will involve a review of all of the necessary information to make a final decision.

This Review should take place before the end of the first 42 days wherever possible.

The Head of Curriculum must ensure that the case is escalated to Assistant Principal or the Deputy Principal in enough time for the review to take place and for a decision to be made before the end of the 6-week period.

Before the Stage 3 Review, the Head of Curriculum must ensure that the student record on the Staff Portal is complete.

This should include:

- The original concerns;
- The Stage 1 Review record;
- The Stage 2 Review record: - attendance, punctuality and engagement information; behaviour records / support offered; targets set and whether they were met; parent/carers contact where appropriate and any safeguarding, SEND or wellbeing information that should also be considered.

The Stage 3 Review is **not** a formal meeting with the student or parent/carers - it is a review undertaken with all necessary information available.

The **Outcome of the Stage 3 Review** may include:

- Continuation on the course with no further action;
- Continuation on the course with additional support;
- Continuation on the course with a final behaviour, attendance or engagement plan;
- Transfer to another course, where appropriate and available;
- Managed withdrawal;
- Suspension pending further investigation; or
- Permanent exclusion from College.

The Assistant Principal or the Deputy Principal must ensure that the outcome of the review is clearly recorded on the student record on the Staff Portal using the appropriate form.

Where permanent exclusion is being considered, Assistant Principal or Deputy Principal will review the evidence, the seriousness of the concerns, the student's response to support and any relevant safeguarding, SEND or wellbeing information before making a decision.

3.8 Serious Concerns during the first 6 weeks

Some incidents may be serious enough to move directly to the final stage of the 6-week process, even if the student has not previously had a Stage 1 or Stage 2 Review.

This fast-track process does not need to follow the 2/4/6-week timeframe.

Examples of behaviour that would be classified as gross misconduct include:

- Violence or threats of violence;
- Bullying, harassment, discrimination or intimidation;
- Possession, use or supply of drugs or alcohol on college premises or during college activity;

- Possession of a weapon or dangerous item;
- Serious health and safety breaches;
- Abusive behaviour towards staff or students;
- Damage to college property;
- Serious misuse of digital systems or online abuse;
- Behaviour that places students, staff, animals, visitors or the public at risk;
- Behaviour that brings the college into serious disrepute.

This list is not exhaustive.

The College will consider each case individually.

Where there is a serious concern, the College may suspend the student while the matter is reviewed.

The case may be escalated immediately to the Head of Curriculum, Assistant Principal or Deputy Principal.

All serious concerns must be recorded in the student record on the Staff Portal using the appropriate form.

Staff must ensure that the information recorded is professional, factual and appropriate to share with the student and, where appropriate, parents/carers.

4 Part 2: Behaviour Management from Week 7 Onwards

Overview

From week 7 onwards, after day 42, behaviour concerns will normally be managed through the formal behaviour management process.

This process has three formal stages:

Stage 1: Informal warning

Stage 2: Written warning

Stage 3: Final written warning and/or potential exclusion

In most cases, the College will use these stages to support students to understand the concern, improve their behaviour and remain on their course.

However, where a serious incident or serious concern occurs, the College is not required to move incrementally through each stage.

There may be occasions where a student has had no previous disciplinary action but is moved directly to Stage 3 because of the seriousness of the concern.

In the most serious situations, the Principal or Deputy Principal has the discretion to permanently exclude a student without following any of the formal behaviour stages.

This would only happen in very isolated circumstances and would be considered on a case-by-case basis.

This may apply where the student's behaviour presents a serious risk to the safety, wellbeing or learning of others, where there has been a serious breach of college expectations, or where the student's continued attendance is not considered appropriate.

The College will consider the circumstances of each case, including the seriousness of the incident, the available evidence, any relevant safeguarding or SEND information and the impact on the wider college community.

4.1 Stage 1: Informal Warning

An informal warning can be issued by any member of staff.

This Stage is used where behaviour does not meet college expectations, but can reasonably be addressed quickly and directly.

Examples may include:

- Low-level disruption;
- Poor attitude in class;
- Inappropriate language;
- Failure to follow instructions;
- Lateness to lesson;
- Lack of respect towards others;
- Minor misuse of equipment or facilities;
- Failure to meet basic course expectations.

The member of staff should explain clearly what the concern is, why the behaviour is not acceptable and what the student needs to do differently.

The informal warning should be recorded on the appropriate college system so that patterns of behaviour can be monitored.

It is important that the Course Manager / Personal Development Tutor (PDT), curriculum team and parent/carer are notified of any Stage 1: Informal Warning.

4.2 Stage 2: Written Warning

A written warning is issued by the Head of Curriculum.

This Stage is used where:

- Behaviour has not improved following an informal warning;
- There are repeated low-level concerns;
- There is a more serious behaviour concern;

- The student is not meeting the expectations of their course or the College.

The Head of Curriculum will normally meet with the student to discuss the concern.

Parents/carers may be invited where appropriate, particularly for students aged under 18 or where support from home would help the student improve.

The Written Warning should include:

- The behaviour concern;
- The impact of the behaviour;
- The improvement required;
- Any support being put in place;
- The timescale for improvement.

A written record will be kept and shared with relevant staff.

The student should understand that failure to improve may lead to Stage 3: Final Written Warning.

4.3 Stage 3: Final Written Warning and / or Potential Exclusion

A Final Written Warning is issued where behaviour concerns are serious, repeated or have not improved following earlier intervention.

This Stage may be carried out by the Head of Curriculum, Assistant Principal or Deputy Principal.

The Senior Coordinator will support the coordination of all Stage 3 Disciplinary Meetings.

Where permanent exclusion may be an outcome, the meeting should normally be led by the Assistant Principal or Deputy Principal, depending on the seriousness of the case.

Stage 3 may result in:

- a Final Written Warning;
- A final Behaviour Improvement Plan;
- A temporary suspension while further investigation takes place;
- A managed move to another course, where appropriate and available;
- A managed withdrawal;
- Permanent exclusion from the College.

The student will be told clearly that they are at risk of being removed from their course or excluded from the College if behaviour does not immediately improve.

Where permanent exclusion is being considered, the College will review the evidence, the seriousness of the incident, previous behaviour records, any support needs and any relevant safeguarding or wellbeing information before making a decision.

5. 'Cool Off' / Suspension

Heads of Curriculum / College Managers may choose to implement a 24-hour 'Cool Off' intervention at their discretion.

This approach is appropriate for situations involving minor misconduct or anti-social behaviour, as it can help prevent further escalation.

It is important to note that this intervention is not a substitute for Suspension.

Each instance should be recorded on the student record on the Staff Portal as a cause for concern, and the Course Leader should be informed whenever it is used.

When a student is issued with a 'Cool Off' intervention, they will be asked to leave the site immediately and may not return until the following day.

Their ID Badge/ Lanyard will be temporarily retained and can be retrieved from their Head of Curriculum the next day.

Suspension may be used where:

- There is a potential risk to students, staff, animals, visitors or the public;
- The incident is serious;
- The student's presence may affect an investigation;

- There has been a serious breach of college expectations.

A **Suspension** is a **neutral act** and **not** a **punishment**.

It allows the College to investigate and decide the appropriate next steps.

Whilst any student is away from college as part of Suspension, it is important that appropriate work is set so that the student does not fall behind in their studies.

During Suspension, the College will explain:

- The reason for suspension;
- what will happen next;
- What work the student should complete remotely; and
- Who the student or parent/carer should contact.

6. Permanent Exclusion

Permanent Exclusion means the student is removed from Coastland College and is no longer able to attend their programme.

Permanent Exclusion may be considered where:

- There is a serious single incident;
- There is repeated unacceptable behaviour;
- The student has failed to improve after warnings and support;
- The student presents a risk to others;
- The student's behaviour seriously disrupts learning or college life;
- The student's behaviour damages the reputation of the College.

The College will not take this decision lightly.

Before making a final decision, the College will consider the available evidence, the student's circumstances, any support already provided and whether any reasonable alternative is appropriate.

7. Support and Reasonable Adjustments

The College recognises that behaviour can sometimes be linked to additional needs, personal circumstances, mental health, trauma, safeguarding concerns or difficulties outside college.

Where appropriate, the college will consider support such as:

- Course Manager / PDT and Curriculum team support;
- Additional pastoral support;
- Safeguarding referral;
- SEND review;
- Reasonable adjustments;
- Behaviour targets or improvement plans;
- Referral to external support services.

However, having additional needs or personal difficulties does not remove the expectation that students must behave safely and respectfully.

The College will balance the needs of the individual student with the safety, wellbeing and learning of others.

8. Parent / Carer Involvement

For students aged under 18, parents/carers will normally be informed where behaviour concerns are repeated, serious or moving into formal stages.

For students aged 18 or over, the College will usually communicate directly with the student unless the student has given consent for parent/carers involvement, or there is a safeguarding reason to make contact.

Parents/carers are expected to work with the College to support improvement where concerns are raised.

9. Appeals

There is no right of appeal for any outcome under the 6-week review process, including:

- 2-week review – Stage 1
- 4-week review – Stage 2
- 5 to 6-week review – Stage 3
- Managed withdrawal or removal from course
- Permanent Exclusion during the 6-week review period.

The 6-week review process is separate from the Formal Behaviour Management process that applies from week 7 onwards.

There is also no right of appeal for Stage 1 or Stage 2 of the Formal Behaviour Management process.

The only point at which a formal appeal is available is where Stage 3 of the Formal Behaviour Management process, from week 7 onwards, results in Permanent Exclusion from Coastland College.

Not agreeing with the decision is not, on its own, grounds for appeal.

An appeal at Stage 3 will only be considered where there are clear grounds to review the decision.

This may include:

- The Behaviour Management process was not followed correctly;
- The relevant evidence was not considered;
- New evidence is available that could reasonably affect the outcome;
- The decision was unreasonable based on the evidence available.

Where Stage 3 results in Permanent Exclusion, the student or parent / carer must submit any Appeal in writing to the Principal, within 5 working days of the Permanent Exclusion decision being issued.

The Written Appeal must clearly explain the grounds for appeal and include any relevant supporting information.

The Principal, or an appropriate senior leader nominated by the Principal, will review the appeal and confirm the outcome in writing.

The Permanent Exclusion will remain in place while the appeal is being considered, unless the Principal decides otherwise.



10. Summary of the Process

During the **first 6 weeks**, students are reviewed through the 6-week review process.

Course Leaders must confirm through the student's record on the Staff Portal whether a student is subject to the 6-week review process.

Where a student is subject to the process, the appropriate form must be completed on the student's record on the Staff Portal at each stage.

Staff must remember that the information recorded may be shared with the student and parents/carers, so it must be written professionally, factually and sensitively.

The Stage 1 Review is completed by the Course Manager.

The Stage 2 Review is completed by the Head of Curriculum.

The Stage 3 Review is completed by Assistant Principal or Deputy Principal where concerns remain unresolved or where exclusion may be required.

The Head of Curriculum must own and oversee the process to ensure that all required stages, meetings, forms and escalations are completed on time.

From **week 7 onwards**, the normal behaviour management process applies.

Stage 1: Informal warning. This can be issued by any member of staff.

Stage 2: Written warning. This is issued by the Head of Curriculum.

Stage 3: Final written warning and/or potential exclusion. This is carried out by the Head of Curriculum, Assistant Principal or Deputy Principal, particularly where Permanent Exclusion may be an outcome.

The College's aim is to support students to succeed, but all students must meet the standards required to keep the College safe, respectful and focused on learning.

Equality Analysis

Name of Policy:	Student Behaviour Management Policy
Person Responsible:	Assistant Principal Student Life and Wellbeing
Date of Analysis:	September 2026

1: Identify aims of the activity

What is the purpose of the policy and who is intended to benefit?

To outline for staff, students and apprentices the policy and procedures for expectations regarding behaviours and the actions and processes that will be invoked where issues arise.

2: Assess likely impact

How might this policy have an impact on staff, visitors or students in terms of disability, age, race, gender, religious belief, trans-identity, sexuality?

☒ Positive Impact
 ☐ No Impact
 ☐ Negative Impact

If you have identified **negative** impacts, you need to revise your activity to ensure that you are not disadvantaging any group on the grounds of disability, age, race, gender, religious belief, trans-identity, sexuality.

If you have identified **positive** impacts or **no impact**, please explain your decision

Clarity for all involved in the process / policy.

3: Checklist

1. Which of the following groups have you consulted?

☒ Staff
 ☐ Students
 ☐ Committee
 ☐ Other stakeholders (please specify below)

SLT

2. How frequently will you monitor the impact(s) of this activity?

☐ Termly
 ☒ Annually
 ☐ Other (please specify below)