



# Student Charter, Positive Behaviour and Intervention Procedures

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## SECTION 1 – INTRODUCTION

Nescot College is more than just a place of education; it's a vibrant learning community where every member, staff, and student, is essential to our mission and values. The Nescot Student Charter serves as a compass, guiding us towards creating an inclusive and safe environment for all, while setting clear expectations for behaviour and consequences when these expectations are not met.

This document reflects the very essence of our college's mission, vision, and values. Our mission is to be the college of choice, a place that empowers learners to reach their full potential. We do this by placing you, the learner, at the core of all we do and by being a dynamic educational institution that collaborates with our community and its employers. In this document, when referring to 'students' it includes all types of learners at the college (General FE, Apprentices, 19+ Adults and Higher Education)

Our values are the cornerstone of our community, and we expect all students and staff to embrace and embody these principles:

### **Trust, Respect & Integrity:**

Trust is the foundation of our relationships. We treat each other with respect and integrity.

### **Excellence:**

We strive for excellence in all that we do, fostering an environment where both staff and students can achieve their best.

### **Ambition & Aspiration:**

We encourage big dreams and high aspirations, motivating learners to reach for the stars.

### **Collaboration & Innovation:**

Collaboration fuels our collective progress, and innovation drives our success.

### **Equality, Diversity & Inclusion:**

We celebrate our diverse community and aim to provide equal opportunities for all.

### **Sustainability:**

Sustainability is a shared responsibility, and we commit to acting as responsible stewards of our environment.

In keeping with these values, our dedicated staff pledge to:

- Align their behaviour with our values.
- Provide you with clear, accurate, and impartial information to guide your educational journey, including details about fees, financial support, and available bursaries.
- Deliver high-quality teaching, learning, and assessments tailored to your individual needs, fostering good progress and high achievement.
- Support your transition into college with a comprehensive induction programme, setting clear targets for your development.
- Offer learning resources and identify necessary support to meet your unique requirements.
- Ensure that assessments and progress reviews are fair, clear, regular, and consistent.
- Provide you with frequent, equitable, and constructive feedback on your learning, both verbally and in writing, including within your Virtual Learning Environment (VLE) course site.
- Share progress review reports with parents of students under eighteen through parent communication events and digital portals.
- Offer access to various enrichment and career advice services throughout your programme of study.
- Collaborate, when relevant, with external agencies and, when appropriate,

This Student Charter underscores our shared commitment to creating a welcoming, supportive, and empowering learning environment at Nescot College. Together, we aspire to fulfil your educational and personal goals, allowing you to thrive and reach your fullest potential.

## SECTION 2 – POSITIVE BEHAVIOUR STANDARDS

### Guide to Positive Student Behaviour Standards – The ABC’s at Nescot

At Nescot, we aim to foster an environment of learning, personal growth, and professional success. Your actions and commitment to your studies play a vital role in achieving these goals. Below are the key standards of behaviour and performance that we expect from all our students.

#### Attendance, Behaviour, and Commitment (The ABC’s)

**1. Link between Success and ABC:**

Research shows that your attendance, behaviour, and commitment to your studies directly impact your achievements, progression, and future employment opportunities.

**2. College Values and Procedures:**

We have established values and procedures to support you in achieving excellent attendance, punctuality, learning behaviour, and coursework habits (ABC).

**3. ProMonitor and ProPortal:**

All relevant information about your performance is recorded on ProMonitor. We expect you to regularly update this information through ProPortal.

**4. Student Code of Conduct:**

Our code of conduct is clear about our expectations, which include aspiring to 100% attendance (except in exceptional circumstances) and meeting assessment deadlines.

**5. Settling In Period:**

During the first six weeks of your programme (September-October), we provide a “settling in” period to ensure you are on the right course with the right support. Provided your attendance, punctuality, and work rate are good, we will sign you off during this period.

**6. No Dropping Parts of Programme:**

After the probation period, you won’t be allowed to drop parts of your programme. The college may recommend alternative academic pathways if your attendance or work does not meet acceptable standards.

**7. Performance Review:**

After the “settling in” period, we use a clear system to address poor performance in attendance, punctuality, behaviour, and commitment to study. If needed, we will communicate with your next of kin/parent/guardian for students aged 16-18. Disciplinary action may be taken if the expected standards are not met.

#### Performance Values on Your College Course

We expect you to uphold our values consistently. If you don’t, there’s a process to support you.

##### ATTENDANCE:

- **Excellent Attendance:** **95%** or higher
- **Good Standard:** **90%** or higher
- **Satisfactory Standard:** **85%** or higher
- **Needs Improvement:** Below **85%** triggers a Stage 1 support meeting
- **Poor Attendance:** Below **75%** triggers Stage 2 or 3 support, including an enhanced action plan.

## BEHAVIOUR:

In addition to good attendance and punctuality, the right learning behaviours include:

- **Respect:**  
Show respect to peers and staff
- **Learning Materials:**  
Always have the necessary materials
- **Following Instructions:**  
Follow instructions and activities in every lesson
- **Taking Responsibility:**  
Show commitment, engage in additional activities, and respect the learning needs of others
- **Behaving in line with the Code of Conduct**

## COMMITMENT & COURSEWORK:

We expect you to commit to your studies, meet deadlines, and submit work according to assessment schedules:

- **Submit Work:**  
Submit work as per the assignment's submission requests
- **Undertake Exams and Assessments:**  
Participate in all exams, tests, and assessments as per awarding body regulations
- **Positive Commitment:**  
Be a positive part of the college community by displaying the behaviour values set out in this document

## Authorised Absence

Authorised absence will be recorded on the register only in the following cases:

- Job interviews (full-time)
- University interviews
- Hospital/GP appointments and treatments (we recommend these are held outside of lesson time where possible)
- Orthodontic appointments
- Funeral of a relative/close friend
- Recognised religious holidays
- Driving test (not theory)
- Attendance at court/probation meetings
- Attendance at a college representatives' meeting
- Learners who are temporarily excluded (suspended)

Please note that isolated sickness, "personal issues," babysitting, late train arrival, waiting for service/delivery, weddings, and holidays are not considered reasons for authorised absence.

If you experience such circumstances, you must agree on an action plan (SMART targets) in your Individual Learning Plan (ILP) on ProPortal and have it signed off by your tutor.

In summary, your attendance, behaviour, and commitment play a crucial role in your success at Nescot.

We provide the necessary support to help you excel in these areas, but it's your responsibility to meet these standards and uphold our college values. Your dedication to these principles will lead to personal and professional success, benefiting both your quality of life and future opportunities.

**Let's work together to make your college experience a fulfilling and rewarding one.**

## SECTION 3 – THE NESCOT STUDENT CODE OF CONDUCT

As a student, you play a crucial role in maintaining a respectful, inclusive, and safe environment for everyone on campus. The Nescot Student Code of Conduct outlines our expectations for your behaviour and responsibilities. Please take the time to familiarise yourself with these guidelines to ensure a positive college experience.

### 1. Respect and Equality

- **Value Everyone Equally:**  
Respect British Values and the democratic right of freedom of speech, different beliefs, rule of law, and individual liberty.
- **Kindness and Politeness:**  
Be kind, hard-working, and respectful at all times. Treat your peers, colleagues, staff, and visitors with politeness
- **Champion Diversity:**  
Embrace diversity and promote a sense of community and belonging among Nescot students and visitors.

### 2. Responsibility and Learning

- **Resilience and Support:**  
Be resilient and seek support when needed. Develop good learning habits, including attendance, punctuality, effective communication, and a willingness to learn.
- **Compliance:**  
Follow all reasonable requests, rules, and instructions from college staff, including specific campus areas like the Learning Resource Centre and Refectory.
- **Maintain College Standards:**  
Uphold acceptable standards of conduct and college performance, as outlined in the Student intervention process.

### 3. Consent and Contact

- **Parent/Guardian Consent:**  
When signing a learning agreement, students also give consent for the college to contact parents, carers or external agencies regarding behaviour, progress or other college related matters. If you wish to object to your personal data being processed, you may do so at any time. Please contact [dataprotection@nescot.ac.uk](mailto:dataprotection@nescot.ac.uk) for more information. Further details can be found on Nescot's website: [www.nescot.ac.uk/privacy](http://www.nescot.ac.uk/privacy)

### 4. Unacceptable Behaviour

To ensure a safe and welcoming environment, students must not engage in the following behaviours, among others:

- **Anti-Social Behaviour:**  
Do not participate in disruptive, aggressive, or intimidating behaviour, including inappropriate social media use
- **Verbal Abuse:**  
Do not engage in bullying, harassment, or making inappropriate comments based on protected characteristics. This applies both in person and on social media.
- **Physical Misconduct:**  
Do not take part in physical violence, dangerous conduct, or carrying weapons of any type. Act with decency and respect.
- **ID Card and Access:**  
Do not misuse or share your ID card to allow unauthorised access to the campus.
- **Theft and Misbehaviour:**  
Do not steal or possess others' property without authorisation, including non-payment of fees. If you find something that does not belong to you, hand it to a member of security staff.
- **Reputation:**  
Avoid any behaviour that brings the college into disrepute, even outside college premises.
- **Criminal Offenses:**  
Report any criminal penalties and do not conceal criminal convictions or cautions.

- **Gambling and Substance Abuse:**  
Do not gamble on campus or possess, supply, or be intoxicated due to alcohol, illegal drugs, or prescription drugs used inappropriately.
- **Health & Safety:**  
Comply with general and specific Health & Safety Regulations, including the proper use of fire safety equipment and adhering to designated smoking areas.

## 5. Student Health, Safety, and Security

- **ID Card and Lanyard:**  
Always wear your current/active lanyard and ID on the campus, in public areas.
- **Safety Awareness:**  
Familiarise yourself with college health and safety procedures and evacuation processes. Prioritise your safety and that of others.
- **Property Accountability:**  
Be responsible for your property, belongings, equipment, and clothing.
- **Parking:**  
Use college carpark facilities with care and follow college rules.

## 6. College Campus Environment

- **Respect Facilities:**  
Treat college buildings, facilities, equipment, and the environment with care and respect.
- **Notices and Posters:**  
Seek approval from college staff before displaying notices or posters.
- **Food and Drink:**  
Consume food and drink only in designated areas. Clear your litter, be considerate of the environment and treat our refectory staff with respect
- **Report Damage:**  
Report any damage to property or equipment to a staff member.
- **No Vandalism:**  
Avoid causing damage to buildings, equipment, books, furnishings, or other properties.

## 7. Use of Information Technology (IT)

- **IT Responsibility:**  
Use technology responsibly, including checking college email and communication tools regularly.
- **Equipment Care:**  
Safeguard IT equipment, borrow and return resources responsibly, and avoid downloading inappropriate files.
- **IT Usage:**  
Do not misuse IT by accessing inappropriate content, abusing email facilities, or interfering with computer software.

## 8. Generative AI (e.g. ChatGPT, Bard etc)

- **Academic Honesty:**  
Ensure assessments are in your own words and properly attributed to sources, including generative AI technology
- **Prohibited Use:**  
Avoid inappropriate use of generative AI, such as copying and pasting answers without proper referencing.

*Remember, Nescot values kindness, hard work, respect, accountability, and professionalism. If your behaviour doesn't reflect this, the college may take action following the Behaviour Standards Intervention Process. We believe that by upholding these standards, we can create a supportive and inclusive learning environment for all students.*

## SECTION 4 – STUDENT GUIDE TO BEHAVIOUR INTERVENTION

At Nescot, we are committed to maintaining a safe and respectful environment for all students and staff. To ensure this, we have established a behaviour intervention process to address unacceptable conduct. It is important you familiarise yourself with this process to understand the consequences of actions should you be subject to the process.

### 1. Minor Misconduct: STAGE 1 Behaviour Intervention Incident

Minor misconduct includes actions such as:

- Poor Attendance: Unexplained absences or chronic lateness.
- Truancy: On site but not attending lessons
- Late or Non-Submission: Failing to submit coursework or assignments on time.
- Disruptive Behaviour: Disturbing the learning environment in class or on campus.
- Minor Academic Misconduct: Breaches of academic integrity, as outlined in the Assessment Policy.
- Disrespectful Behaviour: Treating other students, staff, or visitors with disrespect.
- Minor IT Misuse: Inappropriate use of internet, IT equipment, or college facilities.
- ID Card Issues: Consistently forgetting or not visibly wearing your ID card.
- Persistent Issues: Repeated occurrences of any of the above behaviours.

### 2. Serious Misconduct: STAGE 2 Intervention Incident

Serious misconduct includes:

- Violation of Verbal Warning: Repeated or persistent violations of Stage 1 Intervention actions including failure to meet the targets set.
- Moderate Academic Misconduct: More severe breaches of academic integrity.
- Aggressive Behaviour: Including discrimination, harassment, bullying, or swearing at others.
- Misuse of College Resources: Inappropriate use or interference with college property, including software and data.
- Minor Health and Safety Breach: Breaching health and safety regulations to a moderate extent.

### 3. Gross Misconduct: STAGE 3 Intervention Incident

Gross misconduct involves the most severe violations and actions like:

- Violation of Written Warning: Disregarding written disciplinary warnings from previous stages including failure to meet the targets set.
- Severe Academic Misconduct: Such as cheating, plagiarism, or significant rule breaking.
- Substance Use: Being under the influence of alcohol or illegal drugs during any college activities, including trips and visits.
- Serious Health and Safety Breach: Including smoking or vaping in buildings, refusal to follow safety instructions, or tampering with fire alarms and equipment.
- Inappropriate Internet Use: Accessing explicit content or other severe online misconduct.
- Bullying and Violence: Engaging in repeated bullying, intimidation, harassment, or any form of violence, whether verbal, physical, or online.
- Equal Opportunities Breach: A serious violation of the Equal Opportunities Policy.
- Unauthorised Access: Bringing non-students onto campus or allowing access to excluded individuals using your ID card.
- Allowing other students to use your ID card or using the card of another student to access the site.
- Bringing Disrepute: Actions, whether on or off-campus, that harm the college's reputation.
- Possession of Prohibited Items: Suspicion or possession of offensive weapons (including penknives), illegal substances, or associated drug paraphernalia.
- Creating Risk or Injury: Putting others at unnecessary risk or causing harm to others.
- Criminal Offences: Any criminal activities, including theft and damage to property.

Please note that this list is not exhaustive, and the college has the discretion to apply the appropriate stage of the disciplinary process based on the specific circumstances. The college's commitment to maintaining a safe and respectful environment is paramount, and students found in violation of our Code of Conduct will face the necessary subsequent action. It's essential to uphold the standards set out in our Code of Conduct and the ABCs policy to ensure a positive and productive learning experience at Nescot.



## SECTION 5 – STAFF GUIDE TO STUDENT BEHAVIOUR INTERVENTION PROCESS

The Disciplinary Intervention Process is a structured approach designed to address and manage behavioural issues and misconduct among students at our institution. This process is crucial for maintaining a safe and respectful learning environment, ensuring that all students have an equal opportunity to succeed, and promoting positive behaviours and conduct. It consists of three distinct stages, each tailored to address different levels of misconduct.

Throughout the entire process, our institution adheres to the principles of restorative practice, aiming to address and rectify behaviours that do not meet expectations in a non-punitive and supportive manner. Positive behaviour and restorative practices are encouraged to create an environment where students can learn, grow, and thrive but remain accountable for their own actions and consequences.

### Stage 1: Informal Action Intervention

**Purpose:** Stage 1 is characterised by a supportive and non-punitive approach, focusing on addressing minor misconduct effectively and quickly. College staff members work closely with students to investigate incidents, establish facts, and set fair and SMART targets for improvement. This stage encourages open communication and informal resolution.

- **Issued by:** College staff member (e.g., Course Lecturer, Subject Teacher)
- **Copies to:** Student, Tutor, Course Lead, Programme Manager, Learning support, Progress Coach
- **Appeal to:** Head of Curriculum

#### Step-by-Step:

1. The college generally prefers a supportive approach for minor misconduct and acts informally for effectiveness. Staff report behaviour by logging the formal Stage 1 warning to the student's ProMonitor record, establishing the facts, documenting evidence and addressing inappropriate behaviour with the student
  - a. This should include the course tutor and Head of Curriculum where relevant
  - b. Clear and concise SMART Targets should be agreed on that reinforce college behavioural standards and recorded on Promonitor.
  - c. Targets reviewed after a period of 2 weeks and again after one month.
2. Formal letter sent home to confirm the outcome with copies to relevant staff
3. If conduct is satisfactory, this information can be disregarded for behavioural management purposes after six months or at the end of the academic year, whichever is longer.

#### Possible Outcomes at Stage 1:

- No further action
- Stage 1 written warning issued, recorded on

### Stage 2: Formal Misconduct Disciplinary Interview

**Purpose:** A Stage 2 Formal Misconduct Disciplinary Interview comes into play when serious misconduct is involved. It employs clear documentation, notification to all relevant parties, and a formal disciplinary interview. This stage is designed to address significant misconduct while maintaining fairness and transparency.

- **Issued by:** College Manager (e.g., Curriculum Manager, Head of Curriculum)-
- **Copies to:** Student, Tutor, Course Lead, Programme Manager, Learning Support (to inform LA SEND Team), Progress Coach, Next of Kin, Wellbeing Team (to inform any relevant outside agencies)
- **Appeal to:** Head of Curriculum or Assistant Principal

#### Step-by-Step:

1. College Manager reports any Serious Misconduct immediately with a concise written statement on the student's ProMonitor profile.
2. Tutor/Course Lead/Programme Manager arranges a disciplinary interview

3. Notify the student and relevant parties of interview details at least three working days in advance (where possible).
4. Inform parents/guardians if the student is < 18 or vulnerable in most cases (19-23 with EHCP) and invite them to attend meeting (Stage 2 Intervention will go ahead if parent does not respond or does not wish to attend)
  - a. and inform the Head of Learning Support if the student has an EHCP
  - b. and inform Wellbeing
5. Share relevant documentation 24 hours prior to the interview and allow the student to do the same. Anonymise or withhold sensitive evidence if required.
6. If the student fails to attend without valid reason;
  - a. consider rescheduling if possible
  - b. or proceed in their absence
7. At the start of the hearing, clarify recording methods, purpose, conduct, adjournment, outline allegations, and offer a chance for the student to admit or provide information.
8. Transcribe meeting notes to Stage 2 Disciplinary Interview on ProMonitor and seek the student's perspective
9. Tutor/Course Lead/Programme Manager decides whether to uphold or dismiss the allegation.
  - a. If upheld, clear and concise SMART targets should be agreed on that reinforce college behavioural standards and recorded on Promonitor.
  - b. Targets reviewed after a period of 2 weeks and again after one month.
  - c. Formal letter sent home to confirm the outcome.
10. Disregard it for disciplinary purposes after agreed period (normally 12 months) if conduct is satisfactory

#### **Possible Outcomes at Stage 2:**

- No further action
- Stage 2 formal written warning issued, recorded on ProMonitor with SMART Targets
- Move to a different stage if appropriate

### **Stage 3: Formal Serious or Gross Misconduct Disciplinary Hearing**

**Purpose:** Stage 3 Formal Serious or Gross Misconduct Disciplinary Hearing is reserved for instances of formal serious or gross misconduct. It follows a comprehensive investigation for incidents of significant concern or repeat incidents. In this stage, the college holds a formal disciplinary hearing to address the situation. The decision-making process in this stage is highly rigorous, with the aim of ensuring fairness and justice. The college reserves the right to determine cases that proceed directly to stage 3.

- **Issued by:** Head of Curriculum, Assistant Principal, or College Management Team member
- **Copies to:** Student, Tutor, Course Lead, Programme Manager, Head of SEND for all EHCP students, Progress Coach, Next of Kin, Head of Wellbeing
- **Appeal to:** College Leadership Team member

#### **Step-by-Step:**

1. Incident is reported to the Head of Curriculum
2. Head of Curriculum/Assistant Principal/College Management Team member reports Formal Serious or Gross Misconduct immediately with a concise record on the student/apprentice ProMonitor.
  - a. Perpetrator is invited to make a statement
  - b. Head of Curriculum informs parents and Head of SEND and Head of Wellbeing who will notify relevant agencies.
  - c. Perpetrator is removed from site/suspended
  - d. Actions recorded on ProMonitor

3. Head of Curriculum(s) to gather evidence within 5 working days, including witness statements, statement from the student and any CCTV recordings
4. If evidence points to the student not having committed the offence, Head of Curriculum to review with Assistant Principal.
  - a. If agreed, student invited to return to college immediately and referred to Wellbeing or the EHCP student mentors to ensure their wellbeing is secured.
  - b. ProMonitor is updated
5. Head of Curriculum to advise department administrator to arrange a hearing date with independent panel members and invites student and parents to attend, at least 3 working days in advance.
6. Head of Curriculum to share relevant documentation a minimum of 24 hours prior to the interview. Anonymise or withhold sensitive evidence if necessary.
7. The meeting will go ahead unless the student gives a valid reason why they cannot attend.
8. At the start of the hearing, independent panel member confirms the possible outcomes of the case:
  - a. No case to answer (this outcome should be referred to Wellbeing or the EHCP student mentors)
  - b. Final written warning
  - c. Dismissal from college
9. Panel member also clarifies recording, purpose, conduct, adjournment, and allow the student to admit or provide information.
10. No additional evidence after the hearing should be accepted without the student's comment.
11. Relevant staff member presents the case.
12. Transcribe meeting notes to Stage 3 Disciplinary Interview to ProMonitor.
13. Inform all parties that the hearing has concluded, and a decision will be issued within 2 working days, in writing. On occasion, it may take longer than 2 days if additional information is required. This will be communicated to all parties.
14. If final written warning, clear and concise SMART targets should be agreed on that reinforce college behavioural standards, and recorded on Promonitor.
  - a. Targets reviewed after a period of 2 weeks and again after one month.
  - b. Disregard it for disciplinary purposes after agreed period (normally 12 months) if conduct is satisfactory

If excluded, a letter will be issued and sent home.

**If Exclusion applies;**

  - i. Follow college procedures related to withdrawals (ProMonitor)
  - ii. Inform security and Head of Curriculum of outcome
  - iii. Student not admitted the following academic year if case is upheld
  - iv. Document on ProMonitor
15. Independent Panel decides whether to uphold or dismiss the allegation.
16. Consider the student's record when assigning penalties if upheld.

### Stage 3: Penalties

- Final Written Warning with conditions
- Permanent exclusion (without return to Nescot in the next academic year)

### SMART target(s):

- SMART Targets must be set within 2 working days of a formal warning being issued and include clear identification of work ready improvements that must be made with a clear timeline and the identification of any additional support required.
- The member of staff will confirm to the student that any re-occurrence will result in further disciplinary action.
- Seek Learning Support Advice for SEND students to ensure targets are achievable and fair, acknowledging SEND

## Appeals

- Grounds for appeal include new evidence, unfair procedure, unreasonable findings, or outcome.
- Appeals must be submitted within 5 working days.
- Appeals will be heard within 20 working days by an unbiased college management member.
- Appeal outcomes are final and not subject to further appeal.

## Positive Behaviour & Restorative Practice

- Use restorative practice to address behaviour that doesn't meet expectations in a non-punitive, supportive way.
- Involve the student, staff, and an advocate.
- Document restorative interventions in ProMonitor.

## Suspension from College

- Authorised staff may temporarily suspend a student during serious incidents.
- Students must leave immediately and may appeal.
- Maintain electronic communication for suspended students.
- Do not contact anyone involved in the investigation.

## Additional Notices

It's important to note that while our institution takes these disciplinary actions seriously, we also maintain transparency and ensure that students have avenues to appeal decisions when they believe they have been treated unfairly.

- Legal representation is not generally allowed
- Balance of probability standard used, not a court of law
- Nescot provides accurate references when required
- Employers/partners must notify the college for disciplinary actions in relation to Apprentices or Work Placements.
  - » If suspended from work for Gross Misconduct – stage 3 meeting held at College.

## Student Charter, Positive Behaviour and Intervention Procedures

VERSION	V1
Policy Originator	Assistant Principal Learner Experience & Learning Support
Equality Impact Assessed:	
Approved by:	
Date Approved:	September 2023
Review Interval:	1 year
Next Review Date:	July 2024
Audience:	All Staff and students