

Nescot

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.

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.

Support

- The College will familiarise students to the policy and behavioural expectations as part of their induction programme. A copy can be found on the College website for future reference.
- Where students enter into the disciplinary policy, they are supported at each stage with clear conversations outlining what to expect during the process.
- Students are able to seek support from the Safeguarding and Wellbeing Team, Learning Support or curriculum staff to help understand the process, timelines and implications.
- The informal Stage 1 meeting focuses on the use of restorative practice and mediation in a non-punitive and supportive manner.
- Additionally, students are able to select an advocate to accompany them to formal Stage 2 and Stage 3 meetings.

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, or under 25 for students with and EHCP. 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

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 NESCOL 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 this policy document.

3. Behaviour

To ensure a safe and welcoming environment, students must follow the following positive behaviour standards:

- **Positive Behaviour:** Treat all members of the community with respect. Engage in conduct that is considerate, non-threatening, and promotes a positive environment, including the appropriate use of social media.
- **Respectful Communication:** Communicate in a manner that is professional, inclusive, and free from bullying, harassment, including sexual harassment, or inappropriate comments related to protected characteristics such as race, gender, age, sex, etc. This applies to in-person and online interactions.
- **Non-Violence:** Foster a safe environment by refraining from physical violence, reckless behaviour, or carrying weapons of any kind. Conduct yourself with decency and respect for others.
- **Upholding Reputation:** Represent the institution positively through your conduct, both on and off campus premises.

4. Student Health, Safety, and Security

- **ID Card and Lanyard:** Always wear your current/active lanyard and ID on the campus, in public areas.
- **Proper Access:** Only access facilities with your own valid ID card. Giving access to others using your card is not allowed. If you need a replacement ID, obtain one from the security office.
- **Safety Protocols:** Adhere to all general and specific health and safety regulations, including proper fire safety practices and designated smoking areas. Prioritise your safety and that of others.
- **Respect for Property:** Be responsible for your property, belongings, equipment, and clothing. Respect the belongings of others. Do not take or use others' property without permission, and ensure proper payment of fees. If you find lost property, turn it over to security staff.
- **Legal Conduct:** Act within the law at all times when on campus and disclose any criminal penalties, criminal convictions or cautions prior to or during your studies. Wellbeing support is available for students following legal procedures.
- **Healthy Environment:** Do not take part in gambling, possession or use of illegal substances, abusing alcohol or inappropriate prescription drug use on campus to promote a healthy and safe setting.
- **Parking:** Use college carpark facilities with care. Park in allocated spaces and follow road markings.

5. 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.

6. 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 taking part in online bullying, accessing inappropriate content, abusing email facilities, or interfering with computer software.
- **Recording:** Recording of classes or college staff may only take place with the consent of the Head of Curriculum or Curriculum Lead.

7. Generative AI (e.g. ChatGPT, Claude, 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.

Consent and Contact

Parent/Guardian Consent: When signing a learning agreement, students aged under 18 or those under 25 with an Education Health & Care Plan, 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 for more information. Further details can be found on Nescot's website: www.nescot.ac.uk/privacy

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 – GUIDE TO BEHAVIOUR INTERVENTION PROCESS

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

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.

The staff member overseeing the intervention will consider all the facts available, take into account any mitigating circumstances and support students to create an action plan for change, if appropriate. Where a behaviour intervention is required, details of the meeting and targets will be held on the College's Promonitor tutorial system and will be available to view through Proportal. Details of interventions will not be shared with other students. A letter/email will be sent to the student, and parent/carer if appropriate, to confirm the outcome of the intervention.

Failure to meet the targets or standards of required behaviour will result in promotion to the next Stage of the process.

It is the College's aim to review and conclude all interventions within 10 working days and all appeals within another 20 days.

The first 6 weeks – Further Education Students

At Nescot, we want to make sure that students are on the right course and have the ability to progress. Staff will observe and offer support in a two-step process to set targets for improvement, review enrolment level or subject, or ultimately decide on whether the student is fit to study.

The process is documented on Promonitor, through meetings and targets, and parents/carers kept informed throughout. Parents/carers can also keep up with the process by accessing Proportal.

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.

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, social media, 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.

Issued by: College staff member (e.g., Course Lecturer, Form Tutor).

Copies to: Student, Parent/Carer (if student is under 18 or under 25 with an EHCP), Teaching Staff, Learning Support, Wellbeing and Safeguarding Team.

Appeal to: Head of Curriculum or if a conflict of interest, the Head of Student Experience.

Step-by-Step:

1. The college generally prefers a supportive approach for minor misconduct and acts informally for effectiveness.
2. Staff report behaviour by logging the informal Stage 1 Intervention to the student's ProMonitor record, establishing the facts, documenting evidence.
3. Stage 1 Interventions should be issued by tutors and copied to the Head of Curriculum or Curriculum Lead.
4. Evidence will be presented to the student by the staff member overseeing the intervention and discussed
5. If intervention is necessary and case has been proven, clear and concise SMART Targets should be agreed on that reinforce college behavioural standards and recorded on Promonitor.
6. Targets reviewed after a period of 2 weeks and again after one month.
7. 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.
8. If case is not proven, status of Stage 1 meeting outcome is changed accordingly.
9. Formal letter/email sent home to confirm the outcome with copies to relevant staff

Possible Outcomes at Stage 1:

- No further action – Stage 1 Intervention outcome changed accordingly on Promonitor and communicated in writing to student
- Case proven - Stage 1 Intervention recorded on Promonitor with targets set and reviewed and communicated in writing to student

Stage 2: Formal Misconduct Disciplinary Interview

Purpose: A Stage 2 Formal Misconduct Disciplinary Interview is arranged 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. Students are invited to bring a representative with them to this meeting, usually a parent or carer if the student is under 18 or under 25 with an EHCP.

Serious misconduct includes:

- **Repeated behaviour from previous Stage 1 Interventions:** 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, including sexual harassment, bullying, or using abusive language - online or in person.
- **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,
- **Persistent non-attendance:** Where previous interventions have not been successful and course work is impacted.

Issued by: College Manager (e.g., Curriculum Manager).

Copies to: Student, Parent/Carer (if student is under 18 or under 25 with an EHCP), Teaching Staff, Learning Support, Wellbeing and Safeguarding Team.

Appeal to: Head of Curriculum or if a conflict of interest, the Head of Student Experience.

Step-by-Step:

1. College staff report any serious misconduct immediately with a concise Stage 2 Disciplinary Interview record opened on the students ProMonitor profile, with a full written statement.
2. Head of Curriculum or Curriculum Lead arranges a disciplinary interview and will oversee the case.

3. Head of Curriculum or Curriculum Lead notifies the student and relevant parties of interview details at least three working days in advance (where possible).
4. Head of Curriculum or Curriculum Lead informs parents/guardians if the student is under 18 or vulnerable (in most cases 19-24 with EHCP) and invite them to attend meeting (Stage 2 Disciplinary Interview Intervention will go ahead if parent does not respond or does not wish to attend).
5. Head of Curriculum or Curriculum Lead informs the Head of Learning Support if the student has an EHCP
6. Head of Curriculum or Curriculum Lead informs the Safeguarding and Wellbeing Team
7. Head of Curriculum or Curriculum Lead shares relevant documentation with interested parties 24 hours prior to the interview and requests the student does the same, anonymising or withholding sensitive evidence if required.
8. If the student fails to attend without valid reason;
 - a. consider rescheduling if possible
 - b. or proceed in their absence
9. At the start of the hearing, the Head of Curriculum or Curriculum Lead clarifies recording methods, purpose, conduct, and possible adjournment.
10. Head of Curriculum or Curriculum Lead will present the evidence to the Head of Curriculum, student and representative (s)
11. The student will respond to the allegations, providing their mitigating circumstances. admitting or providing further information.
12. Head of Curriculum or Curriculum Lead decides whether to uphold or dismiss the allegation.
13. If upheld, clear and concise SMART targets should be agreed on that reinforce college behavioural standards and recorded on Promonitor.
14. Targets reviewed after a period of 2 weeks and again after one month.
15. Formal letter/email sent home to confirm the outcome.
16. Disregard it for disciplinary purposes after agreed period (normally 12 months) if conduct is satisfactory.
17. If case is not proven, Stage 2 Disciplinary Interview record on Promonitor is changed accordingly.

Possible Outcomes at Stage 2 Disciplinary Interview:

- No further action – Stage 2 Disciplinary Interview record on Promonitor is changed accordingly – communicated in writing to student.
- Stage 2 Disciplinary outcome is confirmed, recorded on ProMonitor with SMART Targets and date for review - communicated in writing to student.
- Move to a different stage if appropriate - communicated in writing to student.

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.

Gross misconduct involves the most severe violations and actions like:

- **Repeated behaviour from previous interventions:** Disregarding action plans and failure to meet the targets set.
- **Severe Academic Misconduct:** Such as cheating, plagiarism, inappropriate use of artificial intelligence or significant rule breaking.
- **Substance Use:** Being in possession of or 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, including sexual harassment.
- **Bullying and Violence:** Engaging in repeated bullying, intimidation, harassment, including sexual harassment, or any form of violence, whether verbal, physical, or online.
- **Equal Opportunities Breach:** A serious violation of the Equality & Diversity Policy.
- **Unauthorised Access:** Bringing non-students onto campus or allowing access to excluded individuals using your ID card.
- **Bringing Disrepute:** Actions, whether on or off-campus, that harm the college's reputation.
- **Legal Conduct:** Not disclosing criminal penalties, criminal convictions or cautions.
- **Creating Risk or Injury:** Putting others at unnecessary risk or causing harm to others.
- **Criminal Offenses:** Any criminal activities, including theft and damage to property.

Issued by: Head of Curriculum, Assistant Principal, or College Management Team member).

Copies to: Student, Tutor, , Parent/Carer (if student is under 18 or under 25 with an EHCP), Course Lead, Programme Manager, Head of SEND for all EHCP students, Progress Coach, Head of Wellbeing

Appeal to: College Leadership Team member.

Step-by-Step:

1. Head of Curriculum/Assistant Principal/College Management Team member reports Stage 3 Formal Serious or Gross Misconduct immediately with a meeting record created on the student's ProMonitor record.
 - a. Student is invited to make a statement.
 - b. Head of Curriculum or Curriculum Lead informs parents and Head of SEND and Head of Safeguarding who will notify relevant agencies.
 - c. Head of Curriculum or Curriculum Lead assesses risk to student and wider college, in consultation with a Senior Manager, and may suspend/remove student from site as a result.
 - Students must prepare to leave site immediately where under 18 or under 25 with an EHCP, parent/ carer should be contacted before the student leaves site.
 - Electronic communication between staff, student and parent/carer if appropriate should be kept up for suspended students and learning should not be compromised.
 - Students should not contact anyone involved in the investigation.
 - d. Actions recorded on ProMonitor.
2. Head of Curriculum(s) or Curriculum Lead to gather evidence within 5 working days, including witness statements, statement from the student and any CCTV recordings.
 - a. If evidence points to the student not having committed the offence, Head of Curriculum to review with an Assistant Principal.
 - If agreed, student invited to return to college immediately and refer to Wellbeing or the EHCP student mentors to ensure their wellbeing is secured.
 - ProMonitor is updated and meeting status changed accordingly in student record
3. Head of Curriculum or Curriculum Lead to advise department administrator to arrange a hearing date with independent panel members and invites student, parents/carers and other representatives to attend, at least 3 working days in advance.

4. Head of Curriculum or Curriculum Lead to share relevant documentation a minimum of 24 hours prior to the interview. Anonymise or withhold sensitive evidence if necessary.
5. The meeting will go ahead unless the student gives a valid reason why they cannot attend.
6. At the start of the hearing, independent panel member confirms the possible outcomes of the case:
 - No case to answer (this outcome should be referred to Wellbeing or the EHCP student mentors).
 - Final written warning with conditions.
 - Dismissal from college.
7. Panel member also clarifies recording, purpose, conduct, possible adjournment.
8. No additional evidence after the hearing should be accepted without the student's comment.
9. Head of Curriculum or Curriculum Lead presents the evidence to the Independent Panel, student and representative(s).
10. The student will respond to the allegations, providing mitigating circumstances, providing further information or admitting to allegations.
11. Independent Panel may ask students questions to gain insight into the event and clarify any mitigation
12. Panel Lead informs 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.
13. Student and representatives are dismissed and the Panel discuss the outcome.
 - a. No case to answer.
 - b. Final warning with conditions.
 - c. Dismissal from college.
14. Panel Lead transcribes meeting notes to Stage 3 Disciplinary Interview on ProMonitor.

Possible Outcomes at Stage 3

- If **No case to answer**, change status of Stage 3 Meeting on Promonitor to case not proven and communicated in writing to student.
- If **final written warning**, clear and concise SMART targets should be agreed when the student returns to college that reinforce college behavioural standards, recorded on Promonitor and communicated in writing to student.
 - o Targets reviewed after a period of 2 weeks and again after one month.
 - o The member of staff will confirm to the student that further breaches of the Student Code of Conduct will result in further disciplinary action.
 - o Stage 3 Disciplinary outcomes are disregarded and removed from record after agreed period (normally 12 months) if conduct is satisfactory.
- If excluded, Panel Lead to:
 - o Confirm outcome in a letter/email issued to the student (and parent/carer if under 18 years of or under 25 with an EHCP).
 - o Confirm student will not be admitted the following academic year.
 - o Inform security to block access.
 - o Inform Head of Curriculum to follow college procedures related to withdrawals (ProMonitor).

SMART target(s):

- Specific, Measurable, Appropriate, Realistic and Timely (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.
- Seek Learning Support Advice for SEND students to ensure targets are achievable and fair, acknowledging SEND.

Appeals:

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.

- The Head Curriculum or Curriculum Lead will have oversight of all behaviour interventions within their Faculty or area, to ensure consistency of approach. If you think you have been treated unfairly, you can make an appeal to the Head of Curriculum for Stage 1 and Stage 2 interventions. If you believe this presents a conflict of interest, and would like to contact someone outside of the Faculty you can contact the Head of Student Experience (studentexperience@nescot.ac.uk) who has oversight of all behavioural interventions in the College. Appeals for Stage 3 Interventions should be made to the Quality Office (quality@nescot.ac.uk) where it will be reviewed by a member of the College Management Team.
- Grounds for appeal include new evidence, unfair procedure, unreasonable findings, or outcome.
- Appeals must be submitted within 5 working days of the meeting.
- Legal representation is not generally allowed
- Balance of probability standard used, not a court of law
- Appeals will be heard within 20 working days by an unbiased college management member.
- Appeal outcomes are final and not subject to further appeal.

Additional Notices:

- Nescot provides accurate references when required
- Employers/partners must notify the college of disciplinary actions in relation to Apprentices or Work Placements.
 - o Apprentices suspended from work for Gross Misconduct will be subject to a Stage 3 meeting held at College.

Nescot