

BEHAVIOUR MANAGEMENT POLICY

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Date approved:	Revised and approved by the Policy Review Group Jun 2026 – cycle 3
Date of any revisions approved in review period:	
Next review date:	Summer Term 2027
Publication:	College website and MS Teams
<i>This policy reflects legislation at the time it was last reviewed. If there is a conflict between legislation and the policy, legislation will take precedence over anything printed in the policy.</i>	
Changes made from previous version:	• Purpose, aims and principles updated to reflect Ofsted Framework and Equality Act 2010 • Roles and responsibilities updated for greater clarity • Update on supporting academic engagement and the formal processes • Updated College Charter graphic
Version:	June26

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BEHAVIOUR MANAGEMENT POLICY

1. Purpose

Wyke Sixth Form College is committed to creating a safe, inclusive, respectful and aspirational learning community in which all learners can achieve, belong and thrive. The College upholds high standards of behaviour, attendance and professional conduct, and maintains consistently high expectations of all learners in order to support academic success, personal development and readiness for future progression.

This policy establishes a consistent framework for promoting positive behaviour, attendance, participation and professional conduct, ensuring that expectations are clear, applied consistently and reinforced across the College. It also ensures that all learners are treated fairly, proportionately and in accordance with:

- The Equality Act 2010
- SEND Code of Practice (2015)
- Keeping Children Safe in Education

Ofsted Further Education and Skills Inspection Toolkit (2025)

1.1 This policy applies to all students:

- On College premises;
- Whilst travelling on College transport;
- During work placements, trips, enrichment and external activities;
- Online or through digital communication where behaviour impacts the safety, welfare or reputation of the College community.

1.2 The College will therefore:

- Maintain high expectations for all learners;
- Apply behaviour expectations consistently and fairly;
- Identify and reduce barriers to participation and achievement;
- Make reasonable adjustments where required;
- Work restoratively and supportively wherever possible;
- Ensure that disciplinary responses are proportionate, inclusive and legally compliant;
- Ensure reasonable adjustments are implemented for learners with identified or emerging needs.

2. Aims and Principles

2.1 Aims:

- Promote a positive, respectful and inclusive culture in which all learners feel safe and valued;
- Support high standards of attendance, behaviour, participation and academic engagement;
- Uphold consistently high expectations for all learners, ensuring that standards of

behaviour, conduct and effort support achievement, personal development and readiness for future progression;

- Enable learners to develop independence, responsibility and professional behaviours;
- Protect learners and staff from bullying, discrimination, harassment, victimisation and unsafe conduct;
- Ensure that behaviour systems comply with the Equality Act 2010, safeguarding duties and SEND requirements;
- Reduce barriers to learning, participation and wellbeing;
- Promote learner welfare, belonging and positive relationships;
- Ensure that disciplinary procedures are fair, transparent and proportionate;
- Support learners to understand the impact of their actions and repair harm where appropriate;
- Ensure reasonable adjustments are implemented for learners with identified or emerging needs.

2.2 Principles:

The College's approach to behaviour management is underpinned by the following principles:

- High expectations for all: All learners are expected to meet consistently high standards of behaviour, attendance, participation and conduct, with clear boundaries and expectations that are applied fairly and consistently;
- Respect and inclusion: All members of the College community are treated with dignity and respect, with a commitment to equality, diversity and inclusion;
- Proportionate and fair responses: Behaviour is addressed in a way that is reasonable, transparent and proportionate to the circumstances;
- Support alongside challenge: Learners are both supported and challenged to meet expectations, recognising individual needs while maintaining high standards;
- Early intervention and prevention: Concerns are identified and addressed at the earliest opportunity to prevent escalation and reduce barriers to success;
- Restorative approaches: Where appropriate, learners are supported to reflect on their behaviour, understand its impact and take steps to repair harm;
- Safeguarding and wellbeing: The safety, welfare and wellbeing of learners and staff are central to all decision-making;
- Preparation for the future: Behaviour expectations support the development of independence, professionalism and readiness for further study, training or employment.

3. Roles and Responsibilities

3.1 The Corporation will:

- Provide clear advice and guidance, which feeds directly into the Behaviour Management Policy, this will help members of staff better understand the extent of their powers and how to use them. It will also help ensure that staff can be confident of the governing body's support if they follow that guidance;
- Safeguard and promote the welfare of all students.

3.2 The Principal, Senior Leadership Team and College Leadership Team will:

- Model the behaviour they want to see from students;
- Promote an inclusive and respectful culture;
- Monitor equality, inclusion and safeguarding outcomes;
- Ensure staff receive appropriate training;
- Ensure that CLT members are a visible presence around the College and challenge instances of misconduct;
- Ensure behaviour systems remain fair and proportionate; the disciplinary meeting chair has a key role in ensuring that high level behaviour management processes are applied consistently, fairly and in line with College procedures, with clear rationale for decisions and outcomes.

3.3 Teaching and Support Staff will:

- Model respectful and professional behaviour at all times;
- Maintain high expectations;
- Build positive relationships with students;
- Understand and implement reasonable adjustments;
- Challenge discriminatory language and inappropriate behaviour;
- Record concerns factually and professionally;
- Follow safeguarding procedures when concerns arise.

3.4 Parents/carers will:

- Support attendance, engagement and positive behaviour;
- Work collaboratively with the College;
- Attend meetings where required;
- Communicate respectfully with staff;
- Share relevant information that may impact wellbeing or behaviour.

3.5 Students will:

- Be responsible for their progress in learning, and respect everyone in the College community;
- Complete the work that they are set in the time agreed;
- Attend all lessons and meet all the commitments of their timetable;
- Keep to the agreements and contracts that they sign;
- Treat people with respect;
- Be punctual;

- Be co-operative and courteous;
- Maintain the good name of the College;
- Be responsible for the safety of themselves and others to the dangers of extremism;
- Respect everyone, regardless of differences in culture, race, social class, religion, sex, sexual orientation, age, ability or disability;
- Ensure that the prayer room facility is used for its designated purpose and respectfully used and maintained;
- Wear ID lanyard at all times on College site and where otherwise directed;
- Use digital technology responsibly.

3.6 Record Keeping

All concerns, discussions and decisions made about student behaviour and the reasons for those decisions will be recorded centrally on OnTrack. Continual or serious student behaviour concerns will be referred to and managed within the Behaviour Management Policy. If there is a complaint about the conduct and/or investigation of matters involving student behaviour, the normal College Complaints Policy will apply.

Any records on eRecord should be factual, concise and avoid any personal judgments or comments. All comments are available to parents upon request and disciplinary records are visible within the Parent Portal.

3.7 Trips and Behaviour Management

The Wyke Experience is a key pillar of being a student at Wyke and lots of trips, visits and experiences are available to our students. Many of these activities require a student to represent the College outside of the College environment and often in residential settings both domestically and abroad.

It is vital that the staff members leading these trips are confident that all students attending have proven to be well behaved and able to conform to the Wyke Learner Agreement. Where there is evidence that students have been unable to meet the terms of the Learner Agreement, the College reserves the right to remove a student from a trip or visit (The College accepts no liability for consequential losses in this instance).

4. Behaviour Management Procedure

This document may be helpful for those not familiar with the referral system in providing guidelines about how the Behaviour Management Procedure should be implemented.

4.1 Introduction

- These procedures have been drawn up in order to ensure that all students who may be subject to disciplinary procedures are dealt with in a fair and equitable manner.
- It is appropriate in any educational institution to set appropriate standards of performance and behaviour and to operate rules which promote order and fairness and allow the development of students' abilities and skills. Such rules should be readily understood by both the students and staff.
- At enrolment, students presented with the Learner Agreement and by enrolling accept that they must behave in accordance with the expectations outlined in the College Charter and Learner Agreement (Appendix 2). These documents provide details of the

College's expectations of students.

- Appropriate behaviour is expected from students at all times and in all areas of the College.
- Classroom discipline is the responsibility of the teacher in charge of the class.
- A student who does not meet the required standard of behaviour makes them self-liaible to disciplinary action, suspension or in sufficiently serious cases students will have their place revoked.
- Any member of staff observing inappropriate behaviour should intervene and challenge appropriately, initiating the referral procedure when necessary.
- Wherever disciplinary action under these procedures is undertaken, all stages of the procedures should be implemented as promptly as possible, whilst allowing time for an investigation where necessary.
- It is recognised that for minor breaches of discipline, a less formal arrangement should exist whereby a member of the College's staff will discuss the matter with the student concerned in order to resolve the issue. The outcome of such a discussion should be recorded within OnTrack via an information record, this will be referred to the HoS and the Progress Tutor will be copied in and expected to reinforce expectations during 1 to 1 meetings. Failure of a student to respond to such a discussion or offers of support could lead to formal disciplinary action.
- If further help, advice or guidance is required then please contact a member of SLT, or a member of CLT.

4.2 Student Charter

All students agree to adhere to the College Charter when they enroll at the College:



Unacceptable behaviour and poor management of academic performance are examples of where students fail to adhere to this charter. These behaviours will be challenged and

expectations reinforced.

4.2.1 Unacceptable Behaviour

Lack of respect for College property, fellow students or staff; dropping litter, smoking in non-designated areas, swearing or using coarse language, spitting, failure to wear ID Badge/lanyard on College premises or present one when requested (this list is not exhaustive). Students are permitted to use their phone on site, but must not use their phone in lessons (unless directed by the teacher for learning purposes)

4.2.2 Supporting Academic Engagement and Performance

The College maintains high expectations for all students' academic engagement and performance, recognising that behaviours linked to study may indicate underlying barriers to learning, participation or wellbeing

Concerns may include (but are not limited to):

- Persistent absence, poor punctuality or unauthorised lateness;
- Limited engagement in learning, including lack of effort or participation;
- Failure to attend appropriately equipped;
- Failure to meet deadlines or complete set work;
- Academic malpractice, including plagiarism.

Where these concerns arise, the College will adopt an educative and inclusive response, in line with the graduated approach (Assess–Plan–Do–Review), to:

- Identify and understand any barriers affecting the student's academic performance, including SEND, wellbeing, or external factors;
- Maintain high expectations while making reasonable adjustments or providing targeted support where appropriate;
- Provide timely intervention, which may include pastoral support, academic mentoring, study skills development, or ALS involvement;
- Work in partnership with students (and parents/carers where appropriate) to co-produce strategies for improvement;
- Monitor progress and adapt support, escalating or de-escalating interventions as needed;
- Subject support sessions may be mandated to enable the student to access curriculum specific support outside of the classroom.

Persistent concerns, where appropriate support has been implemented and expectations have not been met, will be addressed through the College's staged behaviour and academic support processes.

This approach ensures that the College addresses behaviours for learning while prioritising inclusion, reducing barriers, and supporting all students to achieve, belong and thrive.

4.3 The Formal Behaviour Management Process

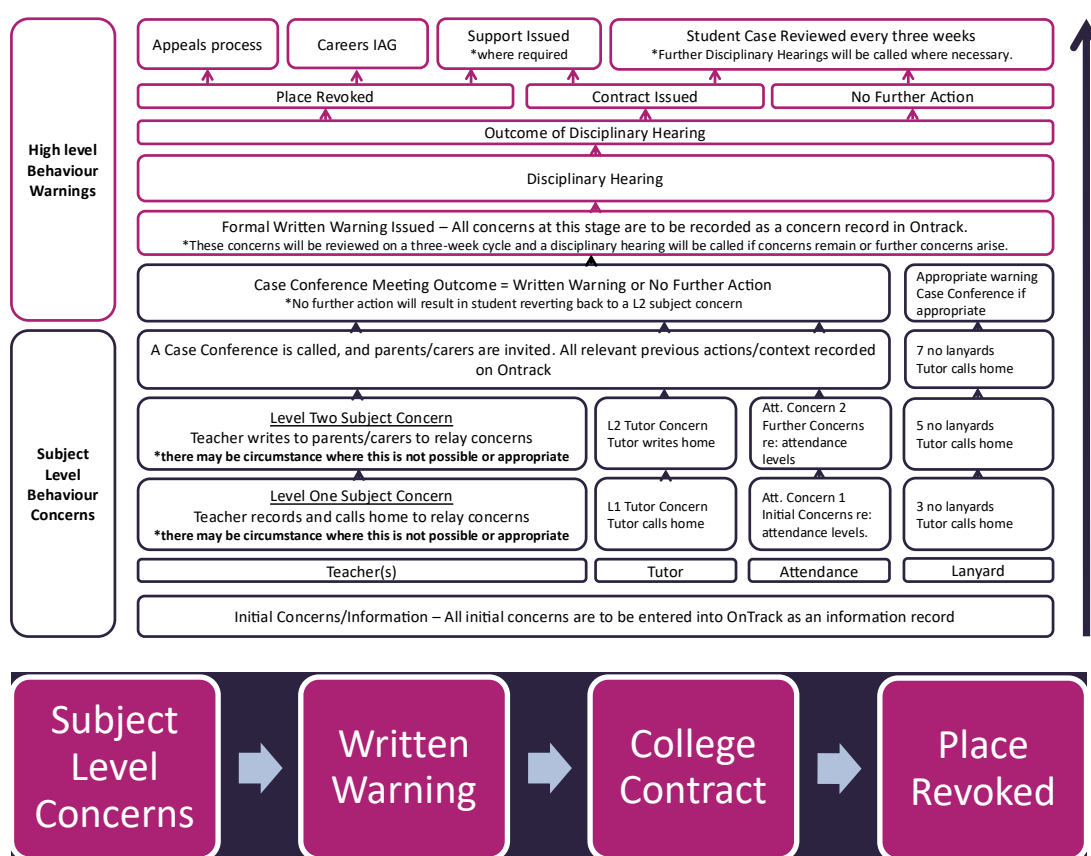
Students are expected to complete all assigned work to the required standard and within agreed deadlines. Where concerns arise regarding incomplete work, poor engagement, behaviour, or attendance, staff will implement appropriate support and intervention strategies, with clear expectations and timescales for improvement.

Failure to meet the expectations outlined in the Learner Agreement/Student Charter will be managed through the College's inclusive and graduated behaviour procedures. This may include

parental/carers engagement, target setting, and involvement of support services or curriculum management teams.

Where concerns persist, or where students fail to engage with support or improvement strategies, matters will escalate through the College's formal behaviour and disciplinary procedures. Responses will remain proportionate, consistent, and supportive, with formal stages accelerated where the seriousness or persistence of concerns warrants this.

Throughout the process, the College will maintain a fair, educative, and inclusive approach, ensuring appropriate support and reasonable adjustments are in place to help students re-engage and make sustained progress.



Levels of Concern Figure

4.3.1 Lanyard Warnings

Students will be issued with a lanyard warning. These warnings are also phased, a L1 is issued after a student forgets their lanyard three times, a Level 2 after five times and a Level 3 after seven times. If a student forgets their lanyard more than seven times, they will be required to meet with their tutor, and appropriate action will be taken. This could be in the form of a Case Conference or a Tutor Concern (depending on the circumstances).

4.3.2 Attendance Concerns

Students will be issued with an attendance concern by their tutor if it becomes apparent that they are either not following the attendance procedure (see attendance policy) or they are misusing it. Students are required to report any absences through the Student Portal, failure to do so may result in an attendance concern.

Students are permitted to self-certify for each period of absence. If there is evidence that a student has misused the self-certification system, then an attendance concern may be issued.

Parents will be informed by the tutor and via the Parent Portal. Persistent non-attendance and/or failure to report absences will be considered a case of serious misconduct and a disciplinary hearing will be called.

4.3.3 Subject Level Concerns/Pastoral Concerns

If a student's behaviour does not meet the required standard as outlined in the Learner Agreement/Student Charter, a Level 1 or Level 2 concern will be issued.

Each subject teacher and the tutor have the ability to issue concerns specific to their subject/area. The levels are phased and will be escalated should the student behaviour not improve, and the concerns continue.

4.3.4 Case Conference / Formal Written Warning

If there are further concerns above a level two, then a 'Case Conference' will be called, facilitated by the Progress Tutor, inviting parents, subject teachers and any other relevant representatives to discuss behavioural or academic concerns. It will be decided at this stage whether a formal written warning will be issued.

The meeting will be chaired by a Progress Lead or an appropriately designated deputy. Support and targets will be agreed at this meeting and communicated clearly with students, parents / carers and other relevant stakeholders.

4.3.5 Concerns Following a Written Warning

If problems persist following a written warning, then they should be recorded using the academic concern record type.

Concerns and attendance will be reviewed and tracked weekly by the Pastoral Team and logged on the Behaviour Tracker. This information will be used to monitor ongoing issues and to inform decisions as to whether a further disciplinary hearing is appropriate.

4.3.6 The Disciplinary Hearing – Standard Behaviour Management Process

- A disciplinary hearing will be called due to further concerns after a written warning or the conditions of a contract being broken;
- The student and parent(s)/guardian(s) will be called to a disciplinary hearing, chaired by a member of SLT or designated deputy;
- If either the parents/guardians and/or student cannot attend, an alternative date will be offered. If either parents/guardian and/or student are unwilling to attend, the case will be heard in their absence, the College will provide the opportunity for an advocate to act in loco parentis. Both the student and parent/guardian will be informed of the outcome of the hearing at the earliest opportunity in writing within ten working days.
- The disciplinary hearing is an opportunity for a College representative to present any concerns and for the student (and/or representatives) to present any mitigating circumstances. The chair will consider all factors prior to deciding the outcome. The hearing will usually follow a set structure, please see **Appendix 1**.

4.3.7 Potential Outcomes of a Disciplinary Hearing

- A written warning/contract may be issued (if one is not already in place at this stage);
- No further sanctions imposed at this stage (due to mitigating circumstances);
- Further conditions may be required if the above outcomes are appropriate.
- A student will have their place revoked from the College (The College accepts no liability for consequential losses). In this instance, a student has the right to appeal against the outcome.

4.3.8 College Contract

As an outcome of a disciplinary hearing the College may place a student on a College Contract. This is a re-statement of the Learner Agreement made specific to the student.

If the student does not then meet the terms of the contract, another disciplinary hearing will be called.

If a student is on a contract and no further concerns are raised within a six-month review period, the contract will be reviewed and maybe removed. In this instance the student will move back to a written warning.

4.4 Serious Misconduct Procedure

Offences of serious nature (serious misconduct) will likely result in a suspension and will result in a disciplinary hearing being called. Any suspension is imposed to protect all parties and should not be seen as an assumption of guilt.

Serious Misconduct includes, but is not exclusive to:

- Violent, dangerous or intimidating conduct;
- Violation of the College's rules and procedures concerning health and safety;
- Sexual, racial or other harassment of another student, member of staff or visitor;
- Allowing non-students onsite without them formally signing in;
- Abusive behaviour towards another student or member of staff;
- Theft or unauthorised possession of any property or facilities belonging to a student, the College, or any employee of the College;
- Damage deliberately carried out on College property (we reserve the right to charge students to reclaim costs in the instance of this being proven);
- Refusal to carry out reasonable instructions of a member of staff or to comply with College rules;
- Use of or possession/dealing in illegal drugs;
- Incapability as a result of being intoxicated by reason of alcohol, illegal drugs or legal highs;
- Commission of a criminal offence, whilst a student, which may adversely affect;
- The College's reputation;
- Plagiarism/exam malpractice;
- The recording of staff or other students without informed consent is considered serious misconduct (students and parents/guardians should obtain the informed consent of all parties before recording conversations or meetings, and that the school reserves the right to refuse permission for a complainant to use a recording that has been obtained covertly in the complaints process). It is never acceptable to record a lesson;
- Persistent absenteeism.

The above examples are not exhaustive or exclusive and offences of a similar seriousness will be dealt with under this procedure.

There may be occasions where the circumstances of the serious misconduct prevent the College from following all elements of the above process. This will usually be where there is police involvement, or serious safeguarding concerns requiring an alternative course of action. Due care will be taken to ensure the safety of our students at all times.

4.4.1 Immediate Suspension Procedure

In the instance of serious misconduct, an immediate suspension is likely to be imposed by a member of SLT or a designated deputy (This person will be known as the Suspending Officer).

- The Suspending Officer will call the parents/carers, explain the situation, the reason for the suspension and request that they make arrangements for the student to leave the site and return home. If the parents/carers cannot make suitable arrangements the student will be removed from their classes and required to remain isolated for the remainder of the day. The suspending officer may collect statements, interview or search the student prior to them leaving the site;
- A suspension meeting will be convened at the earliest opportunity. The suspension meeting will be chaired by the Suspending Officer and minutes will be taken. The student will be given a formal suspension letter and a copy of the Behaviour Management Policy. A suspension window will begin following this meeting (usually no longer than five days);
- Following the suspension meeting an Investigating Officer will be appointed and begin a formal investigation into the misconduct;
- The Investigating Officer will conduct a full and formal investigation. It is not appropriate for the College to share any statements, CCTV footage or other information that may compromise other students/staff in the College;
- It may be appropriate for the investigating officer to call one or a series of investigation meetings with the alleged perpetrator to gather further information;
- Following the investigation, a disciplinary hearing will be called and scheduled. It will be chaired by a member of SLT or designated deputy. The Investigating Officer will present the case on behalf of the College and the student and or parents/carers will have the opportunity to present their case.

4.4.2 The Disciplinary Hearing – Serious Misconduct Process

- A disciplinary hearing will be called following an investigation into alleged serious misconduct;
- The student and parent(s)/carer (s) will be called to a disciplinary hearing, chaired by a member of SLT or designated deputy;
- If either the parents/guardians and/or student cannot attend, an alternative date will be offered. The student will not be permitted to return to College until the conclusion of the disciplinary hearing;
- If either parents/carers and/or student are unwilling to attend, the case will be heard in their absence, the College will provide the opportunity for an advocate to act in loco parentis. Both the student and parent/guardian will be informed of the outcome of the hearing at the earliest opportunity in writing within ten working days;
- The disciplinary hearing is an opportunity for the investigating officer to present any concerns and for the student (and/or representatives) to present any mitigating. The chair will consider all factors prior to deciding the outcome. The hearing will usually follow a set structure, please see **Appendix 1**.

4.4.3 Potential Outcomes of a Disciplinary Hearing for serious misconduct

- A written warning/contract may be issued (if one is not already in place at this stage);
- No further warning imposed at this stage (due to mitigating circumstances);
- Further conditions may be required if the above outcomes are appropriate;

- Place Revoked (The College accepts no liability for consequential losses). Students have the right to appeal against the outcome.

4.5 The Appeals Procedure

If a student wishes to appeal against a decision to revoke their place, they must do so in writing to the Principal within five working days of notification of decision.

- An appeal hearing will normally be held within ten working days of receipt of the request. The student will be informed in writing of the date, time and place of the appeal hearing and the reasons for their place being revoked. If the student requests extra time to prepare their case, the hearing may be put back for a period no longer than five working days. The College will endeavour to accommodate special requests, e.g. religious festivals;
- An appeal against the decision will normally be heard by the Principal or a delegate;
- The chair of the appeal hearing will explain the reason for the decision first. The student will have the opportunity to present their case and any supporting evidence;
- Students have the right to be accompanied to the appeal hearing by a parent/carer;
- A student will normally be informed in writing of the outcome of the appeal hearing within five working days. A copy of the letter will also be sent to the parents/carers;
- If the student's appeal is unsuccessful, and you remain dissatisfied, you can contact the Department for Education [Complaints about post-16 education and training provision funded by DfE - GOV.UK](https://www.gov.uk/government/topics/post-16-education-and-training/complaints-about-post-16-education-and-training)

5. Alcohol and Drugs

As an educational institution the College is required to increase knowledge and understanding in the field of health and the dangers of addictive substances. It also has a duty to its staff and students to ensure that they can work in a safe and healthy environment.

The College strongly discourages the use of any substances that are classified as illegal and/or have the potential to damage the individual's health or welfare (this includes 'legal highs or 'unregulated drugs'). There is no place for such substances within the College environment or during College activities. The College will seek to educate students in the avoidance of the dangers presented by drug and alcohol misuse via the tutorial programme and an informal drop-in service facilitated by outside agencies.

5.1 Guidelines

Members of College are expected to be free of the influence of alcohol or any other non-prescribed drug during their College day (including College transport and for the duration of external trips/visits). Any person whose behaviour is so influenced will be sent home and the serious misconduct process will be invoked.

Any member of College thought to be using, dealing in, or in possession of illegal drugs (or unregulated drugs) on the College site or during the normal College day when engaged in College activities (including College transport and for the duration of external trips/visits) will be suspended pending an investigation. They may, as a result, lose their place at Wyke. Police will be informed as necessary.

Searching with or without consent:

[DfE Searching, Screening and Confiscation](#)

- Any item banned by the College rules which has been identified by the DfE as an item which may be searched for, including; knives or weapons, alcohol, illegal drugs and stolen items, fireworks and pornographic images or any article that the member of staff reasonably

suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property;

- College staff can search a student for any item listed above with or without consent: If a member of staff suspects a student has a banned item (including drugs/alcohol) in their possession, they can instruct the student to turn out their pockets or bag and if the student refuses, the teacher can apply an appropriate punishment as set out in the College's behaviour policy;
- The requirement is that the searcher is the same sex as the student and that a witness is present will continue to apply in nearly all searches. Where it is practicable to summon a staff member of the same sex as the student and a witness, then the teachers wishing to conduct a search must do so.

During an investigation information will be gathered from a range of sources. The College is not in a position to require students to take a blood test.

The College will seek to raise awareness of the dangers of drug and alcohol misuse, through its tutorial programme or otherwise, so that College members may make informed decisions. The members of staff responsible for health education via the tutorial programme will develop and make available suitable material for the education of students regarding the dangers of alcohol and drug misuse.

The College will support local and national campaigns to publicise the dangers of alcohol and drug misuse.

Support will be offered to any individual involved in a drug-related incident, either through the College's counselling service or by referral to appropriate outside agencies.

Where alcohol is available at a College social event due consideration will be taken of the law concerning the use of alcohol.

Students will be informed of this policy on alcohol and illegal drugs as part of their introduction to the College.

6. Bullying and Harassment

6.1 Definition of Bullying

Bullying is deliberate, persistent and often occurs when there are no witnesses. It involves the intentional belittling of someone through the misuse of power or position that leaves the victim feeling hurt, upset, vulnerable and helpless. Examples of bullying behaviour include:

- Intimidation;
- Abuse of power or misuse of sanctions;
- Malicious or insulting behaviour;
- Excluding or ignoring others;
- Deliberate isolation;
- Embarrassing or insensitive comments;
- Abusive communication - for example e-mails or text messages by an individual or group.

6.2 Forms of Bullying in the Cyber-World:

- Sending offensive e-mail or text messages;
- Posting offensive messages. This may include – social networking i.e. Facebook or

Snapchat, or through chatrooms, forums or blogs;

- Uploading of personal photographs or video clips which may offend, and or, without prior permission;
- Giving out of personal information about others without permission;
- Bullying is a willful, conscious desire to hurt, threaten or frighten someone. It may be targeted at one person, or may be widespread, usually as a result of the 'bullying style' of one person. Examples of bullying might include:
 - Verbal - such as name-calling, teasing, 'secret whispering' or malicious comments;
 - Physical - such as any form of hitting, punching, pushing or other form of physical activity;
 - Psychological - such as any action planned to frighten or threaten someone.

6.3 Definition of Harassment

Harassment, in general terms, can be characterised as unwanted conduct affecting the dignity of the individual. It may be related to:

- Age;
- Disability or impairment;
- Race, ethnic origin or skin colour;
- Religion;
- Sexual orientation;
- Political or other opinions;
- Gender.

Harassment is behaviour that might be persistent or an isolated incident. The key is that the actions or comments are viewed as demeaning and unacceptable to the recipient. Examples of harassment include:

- Unwelcome remarks, such as jokes, innuendo, teasing and verbal abuse by terms of endearment which are uninvited and found to be offensive;
- Suggestive remarks about appearance or dress;
- Unwanted physical contact, pestering, propositioning or spying;
- The display, storage or circulation of offensive material or graffiti.

6.4 Child on Child Abuse:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- (For further information about sexual violence and sexual harassment see KCSIE section 5)

- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

6.5 Guidelines for Students

If a student feels that they or others are being bullied, harassed, or discriminated against in College, on College transport, or whilst taking part in College activities, they should talk to someone about it. Students should discuss their concerns with their tutor, teacher or other member of staff. If necessary, they can make a formal complaint. Specific advice is available from the Pastoral Directors.

Sometimes the student may receive unsolicited e-mails which they may find offensive. One way of dealing with this is to send the content of the message received to the ISP (Internet Service provider) of the sender's address. For example, if the student has received a message from someone at Hotmail.com, e-mail the details to the complaints department at Hotmail.com.

Any concerns or complaints will be dealt with in confidence and acted upon with sensitivity.

6.6 Guidelines for Staff

- The first and foremost means of prevention of harassment and bullying is to exemplify our principle of respect in everything we do. Staff should identify and immediately respond to any early signs of disrespect or emerging signs of bullying between students or colleagues. Appropriate early response prevents the development of a culture in which bullying or harassment take place;
- All complaints about bullying/harassment should be taken seriously and treated sensitively. It is important to discuss possible/desirable strategies with the victim in the first instance and proceed as appropriate;
- If you are the person to whom the incident is reported, or who has first discovered the incident, take time to make the situation safe if necessary, i.e. control of alleged bully and support for victim. Call another member of staff if you need to;
- Take time to write an account of the incident. Give this report to one of the Pastoral Directors as soon as possible, preferably the same day;
- Ensure that the victim and alleged bully are interviewed separately and both are offered support. Where appropriate, write to the parents detailing the incident and stating that the College is taking action;
- Convene a meeting, if this is considered appropriate, whereby a conciliation between all parties might be reached. Be sensitive to the needs of the victim here, and make sure there is someone present who can effectively mediate;
- Involve senior members of staff as necessary. A copy of the report will be retained for equal opportunities information and monitoring purposes;
- Where it is found that a student has failed to observe the College's Code of Conduct, disciplinary procedures should be followed.

7. ID Lanyards

7.1 Guidelines for staff and students on the conditions of use:

- The purpose of the ID card is a means of personal identification as a student of the College and also to serve as eligibility to use Wyke College services and the Library. Students are issued with an ID card at the beginning of each academic year, usually at enrolment and the information on the card is extracted from the student record system;
- The student ID card is the property of Wyke College;
- All students are required to wear their student ID whilst onsite and for it to be visible at all times;
- A student may be asked to present their ID card as proof of identity by a member of staff;
- The student should not allow anyone else to use their student ID card or disciplinary procedures will be imposed;
- The student ID card will act as the Library card and users of the Library must comply with Library Regulations;
- ID cards are mandatory for examinations;
- All students must be in possession of a valid ID card for the duration of their study, if a student withdraws from the College the student must return the card to the main office.

7.2 Card Replacement

In the event that an ID card is lost, damaged or stolen it is the responsibility of the student to notify the College. Lost cards are to be handed in to reception where Student Services will arrange return to the card holder.

In order to cover administration costs a fee of £5 is charged to replace lost or damaged cards. Students are asked to pay on Parent pay in advance and an ID card will then be printed.

Students will have an opportunity to update their photo when replacing the ID card.

7.3 Misuse and Warnings

Teachers and Tutors will check their students' ID badge at every lesson, those without their ID will have to purchase a temporary ID from reception in order to attend at a cost of £0.50 (admission charge). The temporary ID will be valid for that day and must be returned to reception at the end of the College day.

If the student fails to return an absent mark should be put in the register and an 'Information' e-record sent to the tutor.

Students are allowed three "occasions" where temporary ID badges are issued before College disciplinary procedures come into effect. If a student forgets their Lanyard on more than three occasions, then the warnings will be scaled and temporary ID made available.

8. Smoking and Vaping

8.1 The College is now designated as a non-smoking and non-vaping site, any student found to be smoking or vaping within the boundaries of the College will be challenged by the member of staff who witnessed them. In this instance a conduct record should be recorded in eRecord.

8.2 For the purposes of this policy, the boundaries of the College are defined as the boundary line (painted) between the College and Grammar School Road, the boundary fence(s) between

Wyke and Kelvin and the entrance to the College including the drive that leads onto Bricknell Avenue.

- 8.3** Smoking/vaping will not be permitted in groups at the Bricknell Avenue gates (it is important that we respect our local community). If students are to be found in smoking or vaping in groups, then they will be dispersed by the member of staff on patrol. Any students who refuse to disperse could be at risk of suspension in line with the serious misconduct process.
- 8.4** Smoking and vaping is not permitted on the College transport network.

9. Monitoring and Review

9.1 This policy will be monitored by the Policy Review Group.

9.2 **This policy will be reviewed annually.**

10. Related College Documents

Documents related to this policy are:

- Attendance Policy;
- Health Wellbeing and Fitness to Study Policy;
- Inclusion Framework;
- IT Acceptable Use Policy;
- EDI Policy.

Equality and Diversity

This policy has been reviewed to assure the promotion of equality on grounds of gender, gender reassignment, sexual orientation, race, religion or belief, disability, age, marriage and civil partnership, and pregnancy and maternity. The review deemed it to be compliant with the College's Equality and Diversity Policy.

General Data Protection Regulations

This policy has been reviewed and is compliant with the General Data Protection Regulations and the College's Data Protection Policy.

Appendix 1 – *Disciplinary Hearing Agenda*

	ITEM
1	Introductions and purpose of meeting
2	Process and Behaviour Policy Information
3	Presentation of rationale/findings from investigation/incident that has led to hearing
4	Opportunity for student to present mitigating circumstances/ask questions
5	Adjournment for deliberation
6	Outcome to be presented

Appendix 2 – Learner Agreement

Learner Agreement: Updated May 2025

My conduct within the College and when on College business will be respectful and uphold the College Charter.

I acknowledge that I represent Wyke 6th Form College at all times and my conduct will reflect this. I will not do anything that causes the College reputational damage.

I understand that the College is a multi-cultural and diverse community, I will be supportive and respectful of my peers and staff no matter what their belief, ethnicity, religion, disability, sexual orientation, or gender.

I have to attend all lessons, personal development sessions, enrichments, 1:1s, appointments and timetabled study support periods. If I have an unavoidable absence, I will communicate this through the appropriate, formal channels.

I understand that if my attendance, behaviour or conduct falls below the expectations of the College, then I will be challenged through the Behaviour Management Policy and may be sanctioned. These sanctions will be escalated appropriately and communicated at each stage with my parents/carers. Any part time employment I gain will be undertaken outside of the College day.

I will engage in all learning activities set by the College, including Directed Independent Learning (DIL), subject interventions and when directed by the College, remote learning activities.

I am enrolling on a two-year programme at the College. However, I understand that the College will assess my progress and may review and/or amend my programme at any time following consultation with all stakeholders.

I understand that each of my full time Level 3 courses consists of 343 Guided Learning Hours across my two-year programme, along with compulsory Personal Development time, logged Wyke Experience hours and any other Level 3 qualifications I undertake. These Guided Learning Hours will take place on the College site, in the classroom and cannot be accessed remotely.

I will complete all work to a high standard. I will ensure any work submitted is my own and I understand that any form of plagiarism, including use of AI tools where not permitted, could result in disciplinary action and even suspension and removal from the qualification.

I understand that it is my responsibility to keep the College updated with my contact details and those of my parents/carers and that these will be used to keep my parents/carers up to date with my progress, behaviour, attendance and any College events.

I will not smoke or vape outside of the designated area or in the local community (where this would negatively affect our neighbours). I will not bring, consume or be under the influence of drugs/alcohol on the College site or whilst on a College activity, or allow non-Wyke students on site.

I will respect the residential areas that the College is located in. This includes ensuring that I act respectfully towards local residents, park responsibly in neighbouring streets (if I drive to College), and

that I will dispose of any litter appropriately.

I will always wear my lanyard whilst I am on site.

I will not take holidays during term time.

Appendix 3 - Equality Impact Assessment

Policy, procedure, practice or strategy:	Behaviour Management Policy		
Person responsible:	Vice Principal - Pastoral	Date:	Jun 2026
Briefly describe the aims, objectives & purpose of this policy, procedure, practice or strategy.	The aims of the policy are: • To ensure a clear and consistent shared understanding of the expectations and responsibilities of all members of the College community. • To encourage students to develop a sense of responsibility for themselves and others and understand the consequences of their actions. • To create a positive and inspiring learning environment in which all members of the community feel safe and valued. • To focus on positive behaviours for learning to ensure that the value of achievement is prioritised over the consequence of poor choices. • To help and encourage students to achieve and maintain acceptable standards of behaviour, conduct and academic performance. • To ensure consistent and fair treatment in relation to disciplinary interventions.		
	Please ensure the following characteristics are considered when assessing the questions below along with any others you feel to be relevant: Gender, Sexuality, Transgenderism, Age, Race, Religion/belief, Disability, Marital/Civil partnership status, Pregnancy or maternity. Responses may be based on learner and staff data, complaints, feedback, research, student/staff surveys and/or professional judgement.		
Is there potential, or opportunity that the proposed policy, procedure, practice or strategy will affect any groups adversely (including possible discrimination) or positively?	The Behaviour Management System will be implemented across the College and the guidance within this document will ensure that staff are provided with a consistent level of information. The implementation of this policy will vary dependent upon the staff implementing it and the circumstances of their concerns. It will be vital for the College to monitor any patterns of behaviour sanctions issued relating to any groups of students and explore any patterns that emerge. Declared need should be dealt with in an anticipatory manner and challenge regarding behaviours should always be supportive in the first instance.		
If any action is required as a result of this screening exercise please note them, along with any mechanisms for reviewing the impact of the policy, procedure or practice.	Behaviour sanctions will be monitored at all levels and a report will be generated and fed back to SLT that shows the use of this policy and any possible patterns that may require review. If further staff training is identified as a result of this report it will be put in place swiftly.		