

Positive Behaviour and Sanctions Policy – Students Policy 2025/26



1. Purpose of Policy

The aim of this policy is to create a safe and secure environment and promote positive behaviours across the college. To ensure that all students are supported to be successful in their programme of study and future progression.

All members of the college community, including staff, students and governors have a responsibility for achieving this professional learning environment.

2. Scope

This policy and its associated procedures applies to:

- 2.1 All students at the college
- 2.2 Prospective students when at college
- 2.3 Students whilst offsite undertaking any activity related to the college
- 2.4 All college property, equipment and furnishings

3. Definitions

- 3.1 *College* – The Sixth Form, Bolton

4. Introduction

4.1. The Sixth Form Bolton is committed to ensuring that all students behave in a professional, positive and appropriate manner whilst in College that is conducive to a positive learning environment. Students are expected to uphold The Sixth Form Bolton`s key values at all times when representing the College.

Where poor behaviour does occur, this policy aims to take appropriate and effective sanctions to prevent any recurrence.

The specific policy objectives are:

- To ensure all students at the College are aware of the types of behaviour which constitute misconduct under the student behaviour and conduct policy.
- To ensure all students at the College understand that misconduct in terms of student behaviour and conduct will not be tolerated and that appropriate measures will be taken.
- To promote a climate within the College of professional student behaviour and conduct across the student body
- To ensure that all incidences of misconduct in terms of this policy are responded to quickly, positively and interventions set are fit for purpose

4.2. The college vision is “To be an outstanding College and pursue excellence in everything we do.”. The purpose of this policy is to deliver this vision by encouraging and motivating all students towards positive behaviours. The college’s positive behaviour approach will:

- encourage students to develop self-confidence and self-discipline
- enable all students to learn in a safe and enjoyable environment
- prepare students for successful education and progression pathways after college

- allow teachers to teach
- Ensure that all College property, equipment, and furnishings are respected and maintained to the highest standards, remaining in good condition and fit for purpose

4.3. The policy outlines the high expectations we have of our students' behaviour and the consequences of failing to meet those expectations. Professional academic behaviour and self-discipline have strong links to effective learning and are vital for students to carry with them both during and after their college studies.

4.4. It is imperative that we create a culture where students and staff flourish in a professional, calm, safe, purposeful and respectful environment. It is important that reinforcement of this culture ensures it permeates through every aspect of college life. The first step to promoting positive behaviour is to lead by example. Our core values underpin everything we do as a college and all staff, contractors and visitors are expected to model the core values of The Sixth Form Bolton

4.5. All staff will ensure that standards and expectations are consistent across the college. This means that behaviour boundaries and consequences are clear to all and are applied fairly, proportionately and without discrimination. We will consider our learners with Special Educational Needs and Disabilities (SEND). Where it is felt that poor behaviour may directly result from a disability, the Head of Learning Support and our DDSL's will be consulted, and the Fitness to Study Policy may be applied.

4.6. As a college we recognise that inappropriate and/or disruptive behaviour can often be an indication of unmet social/emotional needs. We operate with a considered Trauma Informed response. However, we also believe that students are responsible for the choices they make and therefore must take personal responsibility for the subsequent consequences because of their poor choices. Response to concerns regarding a student's behaviour will always focus on exploring and identifying the reasons for inappropriate behaviour and not on excuses. Factors that are influencing poor behaviours such as learning difficulties, disabilities, personal or family problems will be considered but may not excuse unacceptable behaviour. In such cases, early intervention is essential to reduce the need for a subsequent sanction.

4.7. Where a student causes, whether intentionally or accidentally, damage to college property, equipment, or furnishings, they will be held responsible for covering the full cost of any necessary repairs or replacements. An invoice detailing these costs will be issued to both the student and their parent(s). Failure to settle the invoice by the agreed payment date will result in the withdrawal of the student's place at the college.

4.8. The college expectations and standards of behaviour are detailed in all student induction activities and during meetings with parents. Students are reminded of all appropriate policies via the student bulletin. A student who departs from the required standards of behaviour could face formal disciplinary procedures, including withdrawal of college place in serious cases.

5. Positive behaviour approach

5.1. Promoting positive behaviour is based on clear expectations, recognition, effective challenge, support, intervention and consequences that are implemented consistently across the college. All Sixth Form Bolton staff will:

- clearly identify values and behaviours which are constructive, respectful, supportive and are associated with high levels of engagement in learning
- promote positive and supportive relationships between students and staff based on mutual respect, integrity and trust
- have an uncompromising focus on learning and achievement, and developing self-confidence and self-discipline
- look for the positive and find opportunities to celebrate student achievement with praise and reduce the public attention paid to students who are not on task
- challenge inappropriate behaviour in a respectful way
- de-escalate situations by dealing with situations in a firm but calm way
- implement a variety of interventions to address inappropriate behaviour and support students

5.2. Students may be issued with a **performance contract** or a written warning because of not meeting the college expectations, as outlined in their learning agreement. It is not expected that a performance contract or warning will be issued for all cases of minor misconduct or classroom management issues but that they will be issued where previous discussion, sanctions or intervention with a student has not resulted in improved behaviour.

Examples of behaviours that may lead to further sanctions if previous intervention has not resulted in improvement:

- absence, where it is not notified or reasonably explained
- poor punctuality
- late or non-submission of course-related work/assignments/directed study
- disrupting the learning of others
- lack of effort/enthusiasm such as not participating fully in learning activities
- lack of preparation for lessons such as not equipped and ready to learn
- use of inappropriate language
- minor cases of misconduct
- minor cases of disrespectful behaviour to other students, staff or visitors
- damaging college property, equipment and furnishings accidentally or wilfully
- minor cases of misuse of the internet/IT equipment/mobile phones
- inappropriate use of mobile/recording devices when in class/sessions or on college premises
- cases of misuse of college facilities, fixtures and fittings
- eating/drinking/vaping in inappropriate areas of the college
- persistently forgetting or not wearing the college ID badge
- persistently wearing hats, hoods or caps in the college

The above examples are not exhaustive or exclusive, and some behaviours may be serious enough for formal sanction procedures to be taken without informal interventions having taken place such as parental meetings with teachers, subject actions and hours owed repaid.

5.3. Interventions can be issued by any member of staff, and a student may be in receipt of several interventions across their programme of study to improve their behaviour or performance in a subject area.

5.4. A curriculum dialogue will be recorded on the student's portal by the member of staff noting a concern arising and when issuing an intervention. The reason for the caution and

targets/expectations will be recorded. The student will be informed of the issue via their progress coach who may make the parent aware of the concern.

5.5. If the student does not demonstrate any significant improvement in meeting the demands of the intervention/s then further action may be taken in the form of a Performance Contract, updated interventions/targets or escalation to formal sanction procedures.

6. General Standards of Behaviour

6.1. ID Badges

It is an essential requirement for students to wear their ID badge at all times in The Sixth Form. The badges enable staff to identify individuals as a student of The Sixth Form which is important to safeguard our own learners and ensure that access is not gained by members of the public. In normal circumstances ID badges are also required in order to gain access to the barriers and classroom doors.

In the event that a student forgets their ID badge, the college's temporary ID issue procedure will be implemented as the college does not permit anyone on site without an ID badge, however inconvenient this may appear to be.

Temporary ID Issue Procedure

First instance - £1 deposit required for the issuing of a temporary ID badge. The £1 will be returned when the badge is handed back at the end of the day.

The second occasion - £1 deposit for a temporary ID badge this is non-returnable. This will occur for all subsequent times when a temporary badge is issued, up to the sixth time, as per the below.

The sixth or more - Students will be sent home to collect their ID badge, or they will be required to purchase a new one at the cost of £5.

6.2. Equipped and ready to Learn

All students must demonstrate that they are equipped to learn. This means bringing all the equipment that they require to undertake learning in their lessons. This includes files, paper, pens, books, calculator or other specialist equipment. All educational materials must be kept in an appropriate college bag. If a student arrives to college and is not equipped to learn, they will be asked to return home to collect their materials. Essentially, 'no bag, no entry'.

6.3. Safety and the Protect Agenda

We expect exemplary professional behaviours from all students. The key areas below constitute fundamental rules in The Sixth Form for the safety and wellbeing of all.

Visitors to The Sixth Form

Under no circumstances should students invite/bring visitors onto The Sixth Form premises. This is essential to safeguard all staff and students. Where students break this protocol immediate suspension will follow.

Sharing of an ID Badge

Students must not share their ID Badge with any other individual, this includes other students of the college or anyone who is not a student of the college. Where students break this protocol immediate suspension will follow.

Caps, hats, hoodies and coats

To maintain a professional working environment and clear identification of college students, we have a policy of no caps, hats or hoodies within the college. Coats/outdoor garments cannot be worn in the classroom so students should be appropriately dressed and will not be allowed to wear a coat even if they say they are cold.

6.4. Violent Conduct

Any student who engages in any form of fighting or violent conduct will be subject to immediate exclusion from the college. This will be considered as Gross Misconduct. The College will implement the stop and search policy should concerns arise from staff or students. Where students break this protocol immediate suspension will follow.

6.5. Drugs, alcohol & smoking/vaping

The Sixth Form prohibits the use or possession of any intoxicating substances on its premises. Substance use or alcohol consumption can result in severe physiological and psychological problems and in some cases be the catalyst towards further use and is not conducive to academic success.

If students are intoxicated, they will be suspended immediately and sent home pending further parental contact and subsequent appropriate action. Smoking is strictly confined to the designated area. It is illegal for anyone to smoke anywhere else in The Sixth Form's grounds or immediate area surrounding the campus; this includes electronic cigarettes. Students who smoke in areas other than those designated are liable to be suspended. The College has a stop and search policy in place, and this will be implemented where concerns arise from staff or students.

6.6. Spitting

The Sixth Form Bolton operates a strict 'no spitting' policy, this applies everywhere within the college campus and surrounding public pathways and highways. It also applies at external locations all times on trips and visits.

6.7. Gum

Students are prohibited from chewing gum whilst on the college campus. Bins are provided to enable students to dispose of gum prior to entering the college buildings, students found depositing gum on the public highways may be liable to a fine from the Local Authority.

7. Formal sanction procedures

The following sets out the formal sanctions' procedures:-

Positive Behaviour and Sanctions Process

The following flow diagram demonstrates the progression of **most** students if they are placed on the sanctions process. However, there may be circumstances where the steps may be escalated if the misconduct is deemed to be more serious and/or considered gross misconduct. (CD – Curriculum Dialogue)

Step 1 – Student Challenged



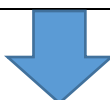
Issue/s	Progress coach Action	Administrative action
Curriculum Dialogues, attendance, punctuality and behaviour issues arising	One to one appointment with progress coach to discuss CD`s, attendance data and punctuality and concerns arising. PC will state clearly the reasons for the meeting and confirm the possible outcomes. The student will be given time to express their views and outline any individual circumstances to be considered. Targets set and recorded on DAVE. Progress coach to monitor and review regularly.	Feedback to teachers/staff via DAVE Log one to one outcome on DAVE List and share interventions and actions with student and staff raising concerns

If no improvement following the reviews, then move to step 2

Step 2 – Parental and HOD/CL engagement

Issue/s	Progress coach Action	Administrative action
Curriculum Dialogues, attendance, punctuality and behaviour issues ongoing and no improvement following progress coach sanctions.	Parental engagement to discuss/share concerns, attendance data and punctuality % to raise concerns arising. Targets set. Progress coach to monitor and review regularly.	Feedback to teachers/HOD/staff via DAVE Log one to one outcome on DAVE Follow up with parents as to improvements made

Progress to Step 3 if no improvement and more concerns arising



Step 3 Parental meeting with HOD/Teachers

Issue/s	Progress coach Action	Administrative action
Curriculum Dialogues, attendance, punctuality and behaviour issues ongoing and no improvement following progress coach/staff sanctions. Curriculum sanctions are not working.	Progress coach to speak to curriculum teams to gather information. Parental meeting with progress coach or/or teachers to discuss CD`s, attendance data, punctuality issues and concerns arising. Targets set with student. Progress coach to monitor and review regularly.	Feedback to teachers/staff via DAVE Log meeting outcome on DAVE Letter 1. home to parents Outlining: Date of the meeting - Reason for the meeting - Targets set for the student - Review dates of the targets - If not met PC will be issued

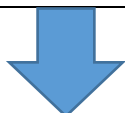
If these targets are NOT met then move to step 4

Step 4 Performance Contract

A performance contract may be instigated at any point in an academic year or may follow a conditional contract from enrolment. For some students on a conditional contract, they may start their sanctions process at this step.

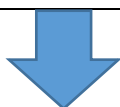


Issue/s	Progress coach Action	Administrative action
The purpose of a performance contract is to establish, with a student, the reasons for the contract being invoked and to set clear targets to be met to resolve the reasons for the contract. Issues might be related to a specific problem or event but are usually in place to address underperformance, poor attendance and lateness.	Parental meeting with progress coach and teacher/s or HOD to discuss CD`s, attendance data, punctuality issues and concerns arising. Targets set with student. Progress coach to monitor and review regularly. Links to Curriculum interventions/ sanctions.	Feedback to teachers/staff via DAVE Log one to one outcome on DAVE Review dates logged and recorded on DAVE x 2 Letter home to parents Outlining: • Reasons for the contract being invoked • Clear targets to be met to resolve the reasons for the contract • Review dates x 2 • If not met Written Warning will be issued



Step 5 Written Warning

Issue/s	Progress coach Action	Administrative action
Student has failed the Performance Contract following 2 review dates or has been suspended due to misconduct/plagiarism.	Meeting with parents, progress coach and curriculum where appropriate. This should complement the ongoing parental communication that has been taking place throughout this learner's process. Links to interventions/ sanctions.	Meeting logged and recorded on DAVE Letter home to parents Outlining: • Reasons for FW being invoked • Expectations • If not met – Final Warning will be issued



Step 6 Final Warning

Issue/s	Progress coach and AP Action	Administrative action
Student has failed the agreements of the written warning following reviews with progress coach. interventions/ sanctions have had no impact. Or: - has been suspended due to misconduct/plagiarism. - Has been part of an investigation by the ALT/SLT	Meeting with parents, progress coach, AP and curriculum where appropriate. This should complement the ongoing parental communication that has been taking place throughout this learner's process. Links to interventions/sanctions.	Meeting logged and recorded on DAVE Letter home to parents from AP/SLT Outlining: - Reasons for FW being invoked - Expectations – specific - If not met - place at College will be removed



Step 7 Removal of College place

Issue/s	Progress coach and AP Action	Administrative action
Student has failed the agreements of the final warning following review dates. Or: - has been suspended due to misconduct/plagiarism. - Has been part of an investigation by the SLT	Meeting with parents, progress coach, AP and curriculum where appropriate. This should complement the ongoing parental communication that has been taking place throughout this learner's process.	Meeting logged and recorded on DAVE Letter home to parents from AP/SLT Outlining: Reasons for removal of College place

Key requirements:

1. Parents will be kept informed throughout the sanctions process to ensure they are fully aware of the college's actions and progress through the process.
2. Progress Coaches will undertake a review of all conditional contracts, performance contracts, written warning and final warnings which will be documented on DAVE and detailed there.
3. Following all meetings held as part of the processes described in this policy, a letter will be sent to the parent to summarise the agreements made stating the outcome of the meeting, agreements/targets set in the meeting, the next stage of sanctions/interventions or celebrating the achievement of improvements.
4. When a learner achieves their targets and is removed from a conditional or performance contract a letter home will be sent to their parent/carer to celebrate this success.

8. Suspension procedure

Suspensions will normally be carried out by either the Progress Coach, a member of the Associate Leadership Team (ALT) or a member of Senior Leadership Team (SLT).

- Parent(s)/carer(s) will be informed of the suspension immediately or as soon as practicable and arrangements will be made for the student to return home safely.
- A suspended student will be advised that any attempt to enter the college site during this period will be regarded as a serious breach of conduct.
- The student's progress coach, course leader, relevant heads of department, teachers and MIS will be informed of any student who has been suspended.
- During the period of suspension teachers will be required to provide work for the student to complete remotely until the date of the review of college place meeting.
- A written copy of the reasons for the suspension will be sent to the student and a copy will be sent to the parent(s)/carer(s) along with a copy of the positive behaviour and sanctions policy.
- A 'review of college place' meeting will be arranged within 5 college days of the suspension, unless there are exceptional circumstances.
- During a suspension a student may be permitted to attend college for any external examinations but will be required to report to reception and be supervised at all times.

9. Withdrawal of college place

- A student's college place may be withdrawn as an outcome of Step 7 of this policy or following the failure of their conditional or performance contract.
- Students and parent(s)/carer(s) will be informed, in writing, of the reason for withdrawal of their college place and will be offered support and signposted to support provided from other agencies, as relevant.
- The student's progress coach, relevant Heads of Department, teachers, MIS and Student Liaison will be informed of any student who has had their place withdrawn and the student's ID Access will be removed.
- Where a student has the right to appeal the withdrawal of their college place under the appeals procedure the appeals procedure will be followed, see Section 10.

10. Appeals Procedure

Not all cases have an appeals procedure applicable, but where it is appropriate the following applies:

10.1. A student has the right to appeal under the following circumstances:

- Procedural Errors – if there were significant errors during the disciplinary process that might have affected the outcome
- New Evidence – if new evidence has come to light that was not available during the original hearing that could substantially impact the decision
- Disproportionate Sanctions – if the sanctions imposed are deemed excessively severe or disproportionate to the offense
- Bias or Conflict of Interest – if there is evidence the decision-makers in the disciplinary process were biased or had a conflict of interest
- Misinterpretation of Policy – if there has been a misinterpretation of the college's policies or codes of conduct

10.2. Appeals Procedure

- Where the student has a right to appeal, the appeal should be addressed to the principal within 5 working days of the date the sanction was imposed.
- The appeal must clearly state the grounds for appeal (see 10.1 above)
- The Principal will, where possible, carry out and conclude the appeal within 10 working days of receipt of the appeal. If it is not possible to conclude within 10 days the principal will send the appellant an indication of how the appeal is being addressed and when they will receive a detailed response.
- The Principal will inform the appellant in writing of the outcome of the appeal.

Name of Policy	Positive Behaviour and Sanctions Policy – Students
Date Reviewed	3 rd June 2025
Next Review	Summer 2026
JCC Consultation / Approval	Not required
Governing Corporation Approval	Not Required
Cross Reference to other Policies / Source Documents	Code of Conduct Student Handbook Parents Handbook Student Contracts Policy Sanctions Process Flowchart Sanctions Process Guide Social Media Policy Assessment Malpractice and Plagiarism Policy Safeguarding/child protection policy Education Act 2011 Skills and Post-16 Act 2022