

STUDENT BEHAVIOUR POLICY

June 2025

Reviewed by SMT: 21st May 2025
Approved by Q&C: 10th June 2025
Approved by Governing Body: 8th July 2025
Next review: Summer 2026

1. Introduction

1.1 At Collyer's, we expect all members of our community to promote a calm, inclusive and collaborative learning environment through high standards of behaviour, and compliance with the Codes of Conduct for students and staff.

1.2 We are committed to maintaining a campus free from any form of bullying or harassment. We celebrate diversity and believe that all members of the college community have the right to work and study in an environment of mutual respect and safety.

1.3 We encourage students to become independent, resilient and self-disciplined, taking responsibility for themselves and recognising the impact of their actions on the wellbeing of others and their environment.

1.4 In choosing to study at Collyer's, students agree to meet the expectations set out in the Student Contract and to abide by the Student Code of Conduct, both of which are published on the college website and considered within college induction.

1.5 When a student's behaviour does not meet the standards set out in the Student Contract and Code of Conduct, college staff will intervene. Incidents of misconduct will be managed in accordance with the procedures which accompany this policy. Where misconduct leads to risk of, or actual harm, the Safeguarding and Child Protection Policy and/or the Fitness to Study Procedure may also apply.

1.6 All staff have a responsibility to assist in maintaining high standards of behaviour in all college-related activities, on and off site and online. Staff are given guidance on promoting student compliance with the Student Contract and Code of Conduct through the Pastoral Handbook, Inset and the day-to-day support of senior staff.

2. Legislative Framework

2.1 This policy and its complementary procedures have been developed to ensure the college complies with statutory guidance: 'Keeping Children Safe in Education'. The policy also takes account of the DfE's 'Behaviour in schools - Advice for headteachers and school staff' (2024), 'Searching, Screening and Confiscation' (2022) and 'Use of Reasonable Force' (2013). Although Sixth Form Colleges were removed from the 'it applies to' list in the 2025 update to 'Use of Reasonable Force in Schools', this legal power does still apply for education staff in sixth forms and therefore the guidance for schools has still been considered as there is no specific DfE guidance for colleges. The Equality Act (2010) provides an overarching framework to cover protected characteristics.

3. Scope

3.1 This policy applies to all Collyer's students including 16-19 daytime and Adult Education students.

3.2 Incidents involving external parties to the college community are not within the scope of this policy, though affected students and/or their parents/carers will be offered advice and follow-up support. Such incidents, including historical incidents, may be considered by the college when assessing risks to other members of the college community and may still lead to an investigation by a college manager.

3.3 This policy applies to incidents of misconduct which take place onsite and offsite, where there could be repercussions for the orderly running of the college, or which pose a threat to another student or member of the public, or where the incident could adversely affect the reputation of the college.

4. Definitions

The list below is not intended to be exhaustive or exclusive, but provides a definition of key behaviour concerns:

4.1 **Study-Related Concerns** include poor attendance, lateness, failure to submit homework or coursework, lack of engagement in lessons or independent study, lack of preparedness for lessons.

4.2 **Misconduct** is any behaviour which does not meet the expectations of the Student Code of Conduct. This includes behaviour which may disrupt the learning environment, is disrespectful, or

constitutes a threat to the safety and/or wellbeing of other people, is illegal or dishonest, or brings the college into disrepute.

4.3 **Bullying** is persistent, offensive, abusive, intimidating or insulting behaviour, unfair sanctions, or other abuse of power or position.

4.4 **Online (Cyber) Bullying** is any form of bullying that is carried out online using electronic media devices such as computers, laptops, smartphones, tablets, or gaming consoles. It can take place on social media platforms such as (but not limited to) Snapchat, Instagram, Discord, TikTok, Facebook, Twitter, WhatsApp, WeChat, LinkedIn, through email, text message or online collaboration sites such as Microsoft Teams or Zoom.

4.5 **Harassment** is behaviour that degrades, humiliates or belittles through actions, words or gestures. It is any unwanted behaviour that a person finds intimidating, upsetting, embarrassing, humiliating or offensive. This would include victimisation, bullying, discriminatory language or behaviour. It may involve relationships of unequal power and contain elements of coercion. However, it may also involve relationships among equals.

4.6 **Sexual Harassment** is a form of sex discrimination and is illegal and under the 2010 Equality Act it is an offence to bully an individual on the grounds of their protected characteristics. It can occur in a variety of situations but always has a distinctive feature: the inappropriate introduction into the work or learning environment of unwelcome actions or comments of a sexual nature.

4.7 **Victimisation** - Victimisation is subjecting a person to detrimental treatment because they have reported bullying and harassment.

4.8 **Coercive Behaviour** is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, frighten, or create dependence. Examples may include making direct or implied threats.

4.9 **Gaslighting** is the manipulation by psychological means of a person (or group) which causes them to doubt themselves, their capabilities or their sense of reality. Examples may include an individual being made to feel that their opinions, concerns, thoughts and feelings are incorrect or lack validity.

4.10 **Banter** is the mutual exchange of teasing remarks. Communication which some may consider to be banter is not acceptable if it falls into the categories of bullying and/or harassment. Banter may affect the person the comments are directed towards, and others who overhear the comments.

4.11 **Substance Misuse:** Attending college or college-related activities under the influence of alcohol or illegal substances. Carrying, using, or distributing prohibited drugs, alcohol, illegal substances, or associated paraphernalia on or within the vicinity of the college campus. Involvement in the use or distribution of prohibited drugs or illegal substances outside college.

4.12 **Computer Misuse:** Using college computers, devices or wifi to send abusive, scandalous, obscene, or defamatory communications of any kind, or attempting to access or download obscene or pornographic images on the college network or otherwise being in possession such material.

4.13 **Aggressive or Violent Behaviour:** Violent, aggressive, or threatening behaviour towards any member of the college community or any member of the public. Carrying, threatening to use, or using an offensive weapon, on or offsite.

5. Aims & Objectives

5.1 Students on signing their learning agreement, are confirming that they will meet the expectations of the Student Contract and abide by the Student Code of Conduct to:

- Respect the college community and environment
- Stay safe and help to keep others safe
- Achieve the best possible grade for themselves and enable others to do the same
- Have regard for the importance of democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

First and foremost, we aim to educate and support students to meet expected standards of conduct. Formal disciplinary sanctions, including temporary and/or permanent exclusion from the college, will only be used where supportive strategies have been unsuccessful or in cases where there has been a serious breach of the Code of Conduct.

5.2 **Study Related Misconduct** - The college aims to ensure that all students understand that if they do not behave in a courteous manner which indicates respect for others, the environment around them

and/or for themselves, then there are consequences and action will be taken by the college. The college endeavours to support all students to achieve their potential and to ensure student behaviour does not impact negatively on students' health, wellbeing, ability to learn and achieve in college.

5.3 Bullying and Harassment - The college has a firm commitment to equality and diversity and will not tolerate the bullying or harassment of any members of its community. The aim is to assist all staff and students to develop a working environment in which bullying and harassment are known to be unacceptable and where individuals have the confidence to raise concerns in the knowledge that their complaint will be dealt with in confidence, appropriately and fairly.

5.4 Substance Misuse - The college adopts a 'whole college approach' with a range of information made available to students, both formally (through the tutorial programme and Drugs Awareness lecture) and informally via pastoral support, leaflets/posters and links to websites on SharePoint. Students are supported and encouraged to talk about drugs so that appropriate services e.g. Change, Grow, Live can be accessed if required. It is recognised that some young people may be at greater risk of drug use and the college will provide relevant, up to date information and training for all staff, with more specific training provided for Heads of House, Student Services, Student Wellbeing and Safeguarding Teams. Parents will be able to access relevant information about the colleges approach to substance misuse through the college website.

5.5 Computer Misuse – The college aims to provide students with clear guidelines about how to use the College IT facilities. Students undergo an IT induction and confirm understanding of the 'Student Use of Computers Agreement' to ensure the legal responsibility on the part of the college to safeguard its users against harassment, abuse, defamation or discrimination and they ensure that all users of IT within the College are working within the requirements of the relevant acts. The College provides network and internet access as an educational tool and access to the networked resources is therefore a privilege, not a right. The College will filter and monitor all internet usage within the College in a responsible and transparent way in order to ensure and maintain the safety of staff and students. It therefore reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network, wifi and Internet access and any or all information transmitted or received in connection with such usage.

5.6 Collyer's will take action to:

5.6.1 Support positive behaviour from all members of the college community through rewards and recognition, setting high standards and expectations, role modelling, challenging negative behaviours, and responding swiftly to tackle unacceptable behaviour.

5.6.2 Promote good learning behaviour and provide teaching, learning and assessment opportunities that are challenging and motivating, enabling students to make good progress and achieve well.

5.6.3 Give students a good start to their studies through an induction programme and then provide ongoing support by monitoring progress and intervening to tackle concerns.

5.6.4 Ensure all actions related to unacceptable behaviour are managed in line with this or related college policies and procedures.

5.6.5 Provide opportunities through the tutorial programme and wider college awareness-raising to promote knowledge and understanding of key issues in relation to behaviour such as: the risks associated with the misuse of substances, harmful sexual behaviours, the impact of bullying and harassment and negative use of social media. This is to ensure the wellbeing of all our students.

5.6.6 Support staff in the discharge of their duties as teachers, tutors or support staff in college, ensuring staff have access to training and resources so that they are equipped to recognise signs of unacceptable or concerning behaviour and respond appropriately.

5.6.7 Ensure that individuals have the confidence to complain in the knowledge that their concerns will be dealt with in confidence, appropriately and fairly.

5.6.8 Work in collaboration with parents and carers throughout unless there are contra-indications for doing so.

5.7 **Collyer's will adhere to DfE Guidance on "Teachers' Powers" - Key Points**

5.7.1 Teachers have statutory authority to discipline students whose behaviour is unacceptable, who breach the Code of Conduct or who fail to follow a reasonable instruction. The authority applies to all paid staff with responsibility for students.

5.7.2 Staff can discipline students at any time they are in college or elsewhere under the charge of a teacher, including trips and visits. Staff can also discipline students in certain circumstances when a student's misbehaviour occurs outside of college. Students are subject to the behaviour policy when outside the college gates when the student is:

- Taking part in any school-organised or school-related activity or travelling to or from school or wearing in some way something identifiable as a student at the college.
- Misbehaviour at any time that could have repercussions for the orderly running of the college or poses a threat to another student or member of the public.
- Behaviour that could adversely affect the reputation of the college.

5.8 Collyer's will ensure staff abide by what the law allows:

5.8.1 **The general power to discipline** enables a member of staff to confiscate, retain or dispose of a student's property as a punishment or as a safeguarding measure, so long as it is reasonable in the circumstances. The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

5.8.2 **Use of reasonable force to** remove disruptive students from the classroom where they have refused to follow an instruction to do so; prevent a student behaving in a way that disrupts a college event or a college trip or visit, prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; prevent a student from attacking a member of staff or another student, or to stop a fight on the college campus, restrain a student at risk of harming themselves through physical outbursts.

5.8.3 **Power to search without consent** for "prohibited items" including:

- knives and weapons,
- alcohol,
- illegal drugs, tobacco, tobacco products, cigarette papers and /or vapes
- stolen items,
- fireworks,
- pornographic images,
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

6. **Responsibilities**

6.1 **All staff** have a responsibility to manage good order and discipline in the college, educating students and advancing their understanding of Collyer's values, responding to incidents of poor behaviour. All staff and students are responsible for ensuring incidents are reported. All pastoral roles work in collaboration with academic staff to find solutions to misconduct or poor attendance. If there are serious concerns, then the Head of House will take remedial action and consult with the Director of Student Engagement and/or the Vice Principal (Pastoral). Safeguarding concerns are consulted with the Director of Student Support or a member of the Safeguarding Team.

6.2 **The Governing Body** is responsible for ensuring the college has appropriate policies and procedures in place which minimise the risks of incidents of bullying or harassment, substance misuse and computer misuse occurring. Link governors with responsibility for child protection and safeguarding shall receive appropriate training to assist them in fulfilling this duty in relation to this policy which should be reviewed every three years.

6.3 **The Principal** has responsibility for ensuring these policies and procedures are fully implemented and that sufficient resources are allocated for training.

6.4 **The Senior Management Team** will keep the implementation of this policy under review with support from the Equality, Diversity and Inclusion Officer.

6.5 **The Vice Principal (Pastoral)** will, on behalf of the Principal:

- ensure appropriate resources are allocated for staff training
- regularly review and update the policy and procedures in line with DfE guidance
- ensure the safeguarding team, senior pastoral staff and student support teams receive enhanced training in relation to managing peer on peer abuse, harassment, substance misuse and online abuse.

6.6 The Director of Student Engagement will:

- ensure policy and procedures are fully implemented and followed by all staff
- ensure all aspects of unacceptable behaviour are considered before deciding on any course of disciplinary action - this may involve taking statements from students/staff and may also mean removing the student(s) from the scene or from college whilst the investigation takes place
- ensure parents/carers, the police and other external agencies and partners are notified as appropriate.

7. Monitoring

7.1 This policy and its accompanying procedures and appendices will be reviewed every year unless a more frequent review is necessary, for example to ensure compliance with legislation or new statutory guidance.

7.2 Records of concerns, investigations and disciplinary sanctions will undergo regular checks to ensure consistent implementation of policy and procedures. Analysis of Behaviour Notes, CPOMS files, Action Plan data and Training Records will inform the annual Student Engagement SAR and QIP.

7.3 The Vice Principal (Pastoral) shall provide a report to the Quality and Curriculum Committee of any temporary or permanent exclusions made under this Policy.

8. Related Policies and Procedures

Action Plan Referral Process
 Admissions Policy
 Appeals Procedure
 Collyer's Values
 Complaints Policy
 Curriculum Policy
 Equality and Diversity Policy
 Exams Policy
 Fitness to Study Procedure
 Safeguarding and Child Protection Policy
 Social Media Policy
 Student Code of Conduct
 Student Contract
 Student Disciplinary Procedure



Student Contract 2024-25

SUMMARY OF EXPECTATIONS

Collyer's provides a fully rounded sixth form experience, designed to equip students with the qualifications, personal qualities and skills they will need to embrace future challenges and achieve their potential. In keeping with our [Mission, Vision and Values](#), we encourage learners to become independent, resilient and self-disciplined, taking responsibility for themselves, recognising the impact of their actions on the wellbeing of others and their environment. We celebrate diversity, believing that all members of the college community have the right to work and study in an environment of mutual respect and safety, where they can thrive. We are committed to maintaining a campus free from any form of bullying or harassment and expect all members of our community to promote a calm, inclusive and collaborative learning environment through high standards of behaviour.

When a student enrolls at Collyer's, a Learning Agreement is created. In accepting the terms of the Learning Agreement, a student agrees to meet the expectations of the Student Contract and to abide by the [Student Code of Conduct](#). The information below provides a summary of expectations and is designed to provide a simple reference point for all sixth form students, parents and carers, whilst the hyper-linked documents provide more detailed information.

Programme of Study Expectations

1. Places on sixth-form programmes of study are full-time, based on a minimum of 580 Guided Learning Hours (GLH) per academic year, consistent with DfE guidance and our [Curriculum Policy](#). Programmes of study include the following compulsory elements:
 - a. Timetabled Lessons
 - b. Independent Study (Homework, Coursework, Revision, Pro-Study)
 - c. Personal Development Activities (Tutorial, 1-1s, Enrichment, Work Experience, Progression Events etc.).
2. Sixth-form learning requires students to spend as much time studying independently, as the time allocated for lessons each week. Students must complete a minimum of 4.5hrs of Independent Study per week, per single qualification (9hrs for a Double BTEC and 13.5hrs for a Triple BTEC or T-Level).
3. All students are expected to maintain a full-time programme of study. Dropping a course to reduce a student's programme is not permitted and will only be agreed as a reasonable adjustment in response to significant health/wellbeing needs, or where the college deems course continuation unsustainable.
4. Students must meet the entry requirements or progression criteria set out in our [Admissions Policy](#), to progress from one year to the next within the sixth form at Collyer's. For example, A Level students must pass a Transfer Exam in the summer of their 1st year to progress to the 2nd year.

Attendance Expectations

5. We expect students to aim for 100% attendance and to fully engage with all elements of their programme. All absence, even when justified by illness, will have an impact on a student's studies as they are missing guided learning. If attendance drops as low as 90% (for whatever reason), this would be a cause for concern and students should respond positively to any intervention put in place by teachers, tutors and other pastoral staff, as our approach is simply designed to support students in getting back on track following absence.
6. Absence must be reported by parents/carers via absence@collyers.ac.uk (guidance for [parents/carers](#)).
7. Students are expected to take responsibility for notifying teachers of their absence and for catching up with missed classwork and follow-up work, checking SharePoint and/or Teams in the first instance.
8. We expect students to be on-site, learning face-to-face for all timetabled activities.
9. Whilst on a temporary basis in extenuating circumstances it may be 'reasonable' for teachers to be flexible with deadlines and send work home, this cannot be sustained for prolonged absence. As our primary mode of delivery is classroom based, we cannot guarantee resources sent home will be entirely suitable for remote study.

Conduct Expectations

10. All learners must abide by the [Student Code of Conduct](#) and the [Use of Computers Agreement](#).
11. We expect students to communicate respectfully with all members of the college and local community.
12. We expect students to arrive on time, fully prepared, wearing Lanyard ID.

Studentship Expectations

13. Students must check their college emails and Teams messages regularly (at least once a day).
14. We expect students to be reflective about their progress, using teacher advice, assessment feedback and Progress Review grades to inform their understanding of what they need to do to improve.
15. Students are expected to be proactive and intentional in their studies, making the most of workshops, online resources, additional teacher support and specialist support to advance their studies.
16. Students must ensure Pro-Study, homework and coursework are completed by set deadlines. We expect students to manage their independent study carefully, allocating sufficient study time to each subject every week.
17. Where a student is struggling with any aspect of their studies, they are expected to proactively seek support via their Subject Teacher, Tutor or Student Services. Students are expected to fully engage with targets and support put in place to help address concerns about their attendance, studentship, progress or personal development.

Managing Concerns: Intervention

First and foremost, we aim to educate and support students to meet college expectations through timely use of intervention to tackle the cause of any concerns. Staff will intervene to support improvements in attendance, punctuality, studentship, behaviour and/or engagement. Reasonable adjustments may be agreed to help a student get back on track after a justifiable absence or a temporary period of difficulty.

Interventions might include:

- Setting Action Plan targets
- Informing parents/carers about concerns
- Requiring a student to attend subject workshops and/or additional lessons
- Offering an extension to a submission deadline and/or requiring a student to catch-up on missed work
- Referring a student to specialist teams for study and/or wellbeing support
- Requiring a student to attend 1-1 meetings, intervention workshops or additional supervised study

Disciplinary sanctions are only used where there has been a serious breach of the [Student Code of Conduct](#) (see our Intervention and Disciplinary Procedure – Appendix 4 [Behaviour Policy and Procedures](#)) or where students fail to engage with intervention and support. Where a student's actions or behaviour lead to risk of, or actual harm, the college [Safeguarding and Child Protection Policy](#) and/or [Fitness to Study Procedure](#) may also apply.

When a course or college place becomes unsustainable

There are occasions when, despite the efforts of a student and/or the best endeavours of staff, either part or the whole of a student's programme of study may become unsustainable. In such circumstances, we will work with the student and their parent/carer to discuss what further reasonable adjustments, if any, can be made. Decisions about what constitutes a 'reasonable adjustment' will ultimately be determined by the Director of Student Support or the Director of Student Engagement. These adjustments will usually be made in discussion with Head of Subject and/or Director of Faculty. The adjustment will usually be agreed for a set period of time, as part of Stage 3 Intervention or a Final Contract involving consultation with a Vice Principal. At the review, a decision will be taken on whether the adjustment is working for all parties, is reasonable, and if continued study on the course or at the college is therefore sustainable. If the adjustment is unsustainable, the college reserves the right to remove the adjustments, or to withdraw the student from a course or the college.

In making a decision about the sustainability of continued study on a course or at the college, we will primarily consider four key factors: Attendance, Engagement, Behaviours and Risk. College staff will always be guided by, but not determined in their judgement, by all other relevant parties' advice. Where students require specialist help, the college will offer what extra support it can. The support offered will necessarily be bounded by the college's resource limitations and not necessarily by the specific needs required for an individual student's success.

Attendance & Engagement: A course or programme of study is no longer deemed sustainable when a student has missed a large proportion of the GLH, to the point that:

- the workload required for a student to catch up is deemed unreasonable/impossible
- the volume of content missed is hindering progression in that subject
- the level of coursework missed makes the qualification unachievable
- a student has not completed non-examined assessment (NEA) and/or not submitted coursework to deadline
- the study programme is no longer sustainable under funding regulations for a full-time student
- the level of support required to enable the student to achieve would be unreasonable and/or to the detriment of other students' learning and progress

Behaviours & Risk: A student's place at college could be considered unsustainable if a student exhibits behaviour (either on or off-site) which:

- requires a level of support that is deemed unmanageable through our current staffing and/or or within our current staffing expertise*
- is contrary to our Health and Safety policy and causes a risk of harm to themselves or others
- presents a level of risk to themselves or others that is judged to be unmanageable through current staffing and/or within our current staffing expertise*
- constitutes gross misconduct or breaks the Student Code of Conduct

**Decisions about what level of behaviours are unmanageable will be made by our current safeguarding team in consultation with senior managers, will full regard for our duty of care under our [Supporting Learners Statement](#).*

STUDENT CODE OF CONDUCT (2025/26)

Collyer's Code of Conduct forms the basis of a students' contract with the college. We aim to provide clear and simple guidance so that students can confidently play their part in maintaining a considerate, inclusive and safe environment for our community, in line with our [EDI Policy](#).

GENERAL EXPECTATIONS

Lanyards

- I.D. card and lanyard must be worn at all times on campus. Report lost or stolen I.D. to the issues desk on the first floor in the library, where you can obtain a temporary wristband and/or purchase a replacement.

Dress and Appearance

- Clothing and appearance should be clean, tidy and appropriately modest for a working environment.
- Remove hoods and outdoor coats in lessons.
- Avoid clothes likely to give offence (e.g. unpleasant slogans, drug-related logos).
- Subject specific clothing may be required that will need to comply with subject risk assessments (e.g., sports clothing, lab coats).

Compliance

- Students must comply with all reasonable requests from any member of staff.

Part-Time Work

- Part-time work must be limited to 12 hours per week (national research shows that above this, students' results will suffer). Paid work should not interfere with college work or attendance commitments.

Off-site

- Students must not congregate around the perimeter of the college on Hurst Rd and Richmond Rd.
- During the college day, students should be courteous to our local residents and members of the public, representing the college in a positive way.
- Local parking must be lawful and considerate.

ATTENDANCE & PUNCTUALITY

- Attend all timetabled sessions.
- Arrive at lessons on time.
- Be available to attend at any time during the college day, throughout term time.
- Absences should be reported by parents/ carers, via email absence@collyers.ac.uk or the absence line: 01403 216528.
- Students who feel unwell during the college day may travel home independently if it is safe to do so, but any lessons missed due to illness must be followed up with an absence report by parents/carers. Students should report to Student Services (B002) if they feel too unwell to travel home alone.
- Use SharePoint/Teams and contact peers and/or teacher to catch up work missed through absence; check on homework set.
- Do not take holidays in term time.
- Students must attend any meetings or additional workshops arranged as part of an Action Plan by a member of staff. These are designed to ensure students stay on track with their studies - positive engagement is expected.

STUDY RELATED BEHAVIOUR

- Total weekly independent study should, at a minimum, match weekly lesson hours. Expect to spend time studying during evenings and weekends and use study periods wisely.
- Work hard - make positive contributions to lessons.
- Bring the right equipment for lessons.
- Do not interfere with others' learning through inappropriate behaviour in lesson or the library.
- Plan your time and meet deadlines.
- Mobile phones and ear/headphones must be kept in bags and not used during lessons unless directed by a teacher. Teachers will permit the use of noise cancelling headphones at appropriate points in lessons, when agreed as a reasonable adjustment for SEND.
- Do not bring drinks or food into lessons, other than water.
- If staff are delayed or unavailable, work in the normal room whilst awaiting instructions.
- Communicate with your teachers, tutor or Student Services for support and advice. Pass on college communications and information to your parents/carers.
- Be honest, courteous, and considerate in behaviour and language, in person and online.
- Be quiet in and around buildings used for teaching, studying or exams.

Misconduct

Students who do not behave in a courteous manner, indicating respect for others and the environment around them, will be challenged. Any staff member has the right to ask students for their name and/or ID badge, for the purposes of safeguarding our college community and upholding the Code of Conduct. Staff also have the right to confiscate items of property which are prohibited or being used in breach of the Code of Conduct. This is essential to ensure that student behaviour does not impact negatively on the health, wellbeing, and productivity of the college community. Behaviour which constitutes misconduct will be subject to disciplinary action. The list below, whilst not exhaustive or exclusive, is intended to provide examples of behaviour that would be considered unacceptable at Collyer's:

- Bringing the college into disrepute
- Disruption of others' learning
- Providing false or misleading information on an application or during a college interview
- Use of devices to record sound/images without an individual's knowledge and/or permission
- Failure to comply with the Social Media Policy and the Use of Computers Agreement
- Plagiarism or any form of academic cheating
- Failing to wear ID or loaning ID to someone else
- Inviting or encouraging non-college members onto campus (Students must report any unauthorised people onsite to Reception or Student Services)
- Parking in the college car park without a permit or parking unlawfully in local vicinity
- Actions which cause a health & safety concern (or failing to respond to a health & safety concern), putting members of the college community at risk
- Littering on campus or around the perimeter
- Smoking or vaping on campus
- Failure to be considerate of neighbours, drivers, and pedestrians around the college perimeter
- Congregating in groups or smoking/vaping around the college perimeter
- Jaywalking in the college vicinity: students must not cross Hurst Road except via a pedestrian crossing
- Inappropriate campus entry/exit – students must not walk-through vehicle entrances or climb over perimeter fencing/gates
- Using college computers or devices to send abusive, scandalous, obscene, or defamatory communications of any kind
- Attempting to access or download obscene or pornographic images on the college network or otherwise being in possession such material
- Attending college or college-related activities under the influence of alcohol or illegal substances
- Carrying, using, or distributing prohibited drugs, alcohol, or illegal substances, on or within the vicinity of the college campus
- Involvement in the distribution of prohibited drugs or illegal substances outside college
- Bullying and harassment (online and in person)
- Discriminatory language or behaviour
- Making malicious or false allegations or complaints
- Being a party to a criminal act
- Wilful damage to college property
- Taking part in, or encouraging others to take part in, illegal extremist activities intended to radicalise themselves or others
- Violent, aggressive, or threatening behaviour towards any member of the college community or any member of the public
- Inappropriate sexual activity on campus
- Unwanted sexual behaviours, harassment and abuse including sharing sexual images
- Carrying, threatening to use, or using an offensive weapon on or off campus
- Carrying a potential or imitation weapon into college, or within the immediate vicinity of the college

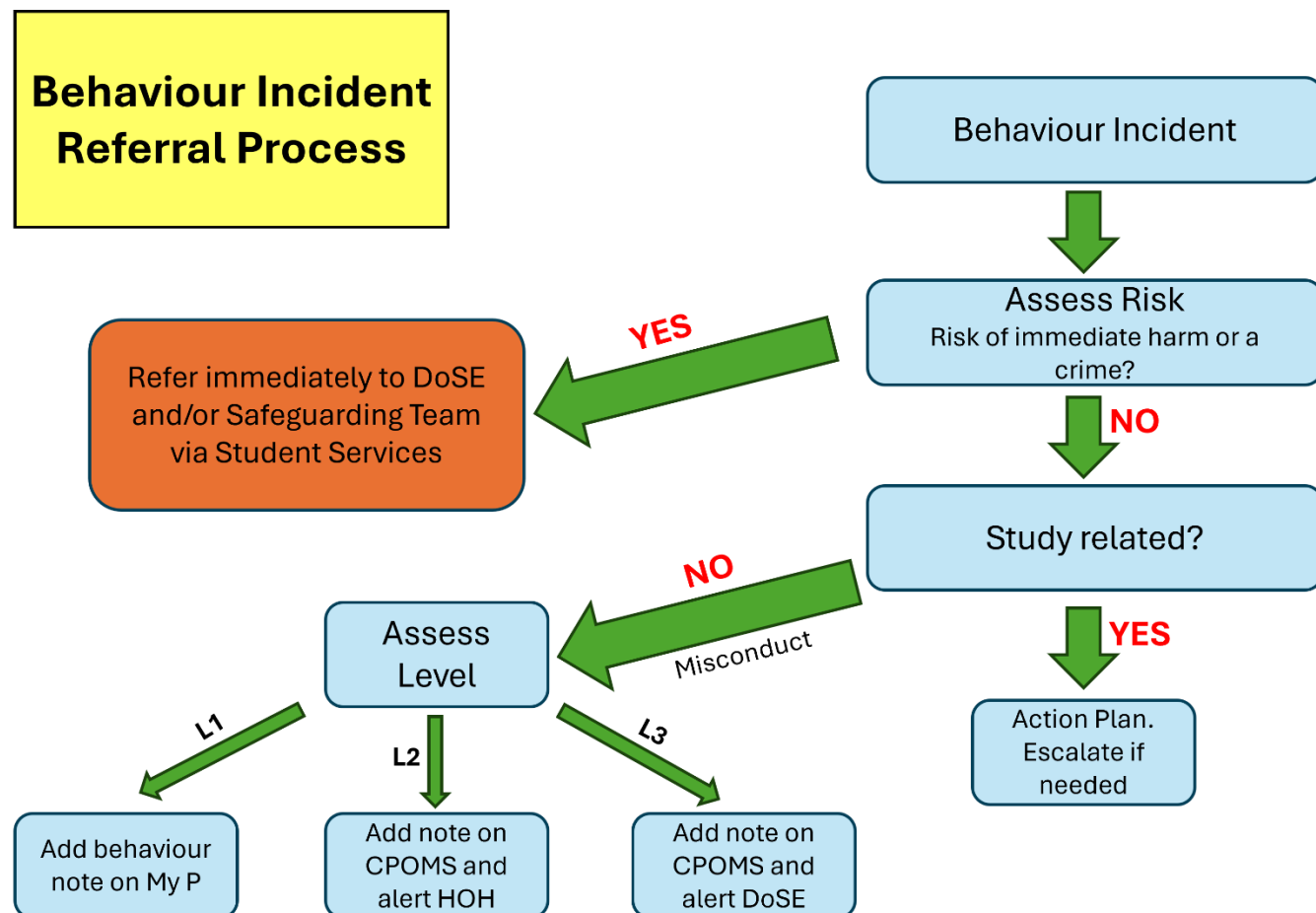
Compliance with the code of conduct is promoted through the Student Contract and the [Student Behaviour Policy](#), a copy of which is available from the college website. If a student does not comply with the Code of Conduct, the Student Behaviour Policy and Procedures may be used. If a student has a grievance in relation to the application of the Behaviour Policy, the guidelines in the [Complaints Policy](#) (available on the college website) should be followed.

QUICK REFERENCE GUIDE TO INTERVENTION, RECORDING & REFERRAL

Thresholds of Behaviour - Guidance for Staff

The behaviour levels dictate the procedures appropriate for that level, the behaviours are suggested but as with all cases, professional judgement is needed to assess risk and if staff are in doubt, refer to a HoH for advice.

Behaviour Level 1 - MyProgress	Behaviour Level 2 - CPOMS	Behaviour Level 3 - CPOMS
<ul style="list-style-type: none"> Engage with incident, educate student on poor behaviour, and explain possible consequences of future behaviour. Record on MyProgress using 'Behaviour Notes' This will be the most common and, in most cases, appropriate level of support. DoSE oversees Behaviour Notes - <u>if</u> wider picture appears then can escalate to Level 2. DoSE can email relevant staff to notify of incident when appropriate or to trigger further intervention. 	<ul style="list-style-type: none"> Engage with incident and challenge behaviour. Record on CPOMS and alert to HoH. Record 'CPOMS behaviour entry' on MyProgress HoH applies professional judgement on who to assign the alert to. May need to contact parent/carer and assessment of possible Stage 2 on disciplinary process made. HoH 1-2-1 with student 	<ul style="list-style-type: none"> Engage with incident and challenge behaviour. Record on CPOMS and alert to DoSE &/or DoSS DoSE/DoSS applies professional judgement on who to assign the alert to and assessment made against the disciplinary process. Parent contact. Meeting with DoSE/DoSS - consultation with VP(P) Liaison with external services when appropriate.
Suggested behaviours...	Suggested behaviours...	Suggested behaviours...
<ul style="list-style-type: none"> Not wearing ID Badge Inconsiderate behaviour and/or language Loudness in/near buildings used for teaching, studying or exam Lack of respect for our environment by using litter bins and recycling bins Suggestive/unwelcome comments, looks or gestures emphasising gender or sexuality of an individual or a group Insults and demeaning jokes Use of phone in class 	<ul style="list-style-type: none"> Persistent Level 1 behaviours Damage to college property Rudeness to members of staff Non-Compliance with the Social Media Policy and the Use of Computers Agreement including Smoothwall alerts. Display, or electronic transmission, of pornographic, degrading, or indecent pictures in the learning environment Unnecessary and unwelcome physical contact, touching, or proximity, malicious gossip 	<ul style="list-style-type: none"> Threatening behaviour Violence Significant Bullying/ Harassment Vandalism Supply or possession of an illegal drug Carrying an offensive weapon Sending unwanted nudes Distributing nudes Indecent exposure Sexual assault Inviting or encouraging non-college members onto the site



Referral and Reporting Procedure

GUIDANCE FOR SECURITY STAFF



Background

All members of our community share responsibility for promoting a calm, inclusive and collaborative learning environment through high standards of behaviour, and compliance with the codes of conduct for students and staff. All staff should challenge student behaviours that contravene the Student Code of Conduct e.g. students not wearing lanyards, aggressive or unsafe behaviour. The Referral and Reporting Procedure for security staff should be read in conjunction with the relevant documents linked at the foot of this document. The aim of the procedure is to provide clarity around the role security staff play in supporting our college approach to behaviour management to ensure consistency of approach, effective referral and follow-up.

Challenging behaviours

Students breaching the code of conduct should be made aware that their behaviour is not in line with the code of conduct and should be asked to adhere to the rules. If a student refuses a reasonable request from any member of staff, the behaviour should be reported. If a student refuses to give their name, or the member of the security team has reason to believe the person may not be a current student, Body Worn Cameras should be deployed (following the CCTV & BWC Code of Practice), either to de-escalate the situation or to assist in identifying the person during an investigation of the incident. Guidance on de-escalation is included in Appendices of the Safeguarding Policy and the Behaviour Policy. When additional support is needed, security staff should contact Student Services or Reception who can request support from the relevant member of senior staff.

Reporting concerns and/or incidents

Incidents of poor conduct should be recorded as a behaviour note on MyProgress (if Level 1) or on CPOMS (if Level 2 or 3), in line with the Behaviour Incident Referral Process. This allows patterns of behaviour to become apparent and supports pastoral staff to intervene at the appropriate level, as per the Student Behaviour Policy. Where an incident or concern is urgent it should be referred immediately to Student Services so that the relevant member of senior staff can be contacted. A written account of the incident should be sent to Director of Student Engagement (DoSE) as soon as it is safe and practical to do so.

Urgent incidents might include, but are not limited to:

- Someone has been harmed/injured or there is serious risk of harm
- Student behaviour is causing significant ongoing disruption
- A crime is taking place or has recently taken place (i.e. when Police need to be informed)

Investigating incidents

Where further investigation of an incident is required, this will be carried out by members of the pastoral team under the direction of the DoSE. Security staff may be asked to provide details where they have witnessed the incident or discovered for example vandalism. Details such as names, times, locations and any further factual details of the incident (e.g. photographs of damage) should be noted and communicated to the DoSE by email and CCTV or BWC footage provided on request.

Relevant documents:

- [Student Behaviour Policy & Procedures](#) (including Code of Conduct and Intervention & Disciplinary Procedure)
- [Site Security Policy](#) and [CCTV & BWC Code of Practice](#)
- [Safeguarding and Child Protection Policy & Procedures](#)
- [Staff Code of Conduct](#)



Student Intervention & Disciplinary Procedure

GUIDANCE FOR STUDENTS, STAFF, PARENTS & CARERS

First and foremost, we aim to educate and support students to meet college expectations as set out in the Student Contract, through timely use of intervention to tackle the cause of any concerns. Staff will intervene to support improvements in attendance, punctuality, studentship, behaviour and/or engagement.

Reasonable adjustments may be agreed to help a student get back on track after a justifiable absence or a temporary period of difficulty.

Disciplinary sanctions are only used where there has been a serious breach of the [Student Code of Conduct](#) (see our [Behaviour Policy and Procedures](#)) or where students fail to engage with intervention and support. Where a student's actions or behaviour lead to risk of, or actual harm, the college [Safeguarding and Child Protection Policy](#) and/or Fitness to Study Procedure may also apply.

The Intervention & Disciplinary Procedure consists of four stages:

- Stage 0 – Advice and Guidance
- Stage 1 – Emerging Concerns
- Stage 2 – Head of House Concern
- Stage 3 – Formal Intervention and Final Contract
- Stage 4 – Exclusion Hearing

The table below outlines threshold guidance which indicated the level of intervention that should be considered in response to specific concerns. A student may be accelerated immediately to a higher stage of the procedure where there has been a serious breach of the Student Code of Conduct.

Concerns	Stage 1	Stage 2	Stage 3
Attendance	Below 90%	Below 80%	Below 70%
Punctuality	Emerging Pattern of Lateness Late for lessons 2 or more times per week for 2-3 weeks, or has accrued over 60mins of lateness	Persistent/Habitual Lateness Late for lessons 2 or more times per week and/or failure to engage/respond to Stage 1 interventions to improve punctuality	Persistent/Habitual Lateness Late for lessons 2 or more times per week and/or failure to engage/respond to Stage 2 interventions to improve punctuality
Studentship	Average Studentship Grade: 3.0+ Emerging pattern of late submission or non-completion of work	Average Studentship Grade: 3.3+ Persistent late submission or non-completion of work	Average Studentship Grade: 3.6+ Persistent late submission or Non-completion of work
Behaviour	3+ L1 Behaviour Notes	L2 Behaviour Referral - Incident of Serious Misconduct Or failure to respond to Stage 1 interventions to improve behaviour	L3 Behaviour Referral - Incident of Gross Misconduct Or failure to respond to Stage 2 interventions to improve behaviour
Engagement	Failure to engage with subject and/or pastoral support	Failure to engage with Stage 1 intervention and support	Failure to engage with Stage 2 intervention and support

Stage 0 – Advice and Guidance

Where there are initial concerns about a student's absence, punctuality, studentship, engagement with their learning and/or conduct this is usually dealt with by a teacher, tutor or other member of staff in the first instance, using appropriate actions such as:

- expression of concern
- ad hoc 1-1 or small group meeting
- oral reprimand
- removing items causing disturbance for the duration of a lesson
- requiring a student to clean or tidy an area they have littered
- setting a target within the student's action plan
- requesting that the student attend an extra lesson to catch-up
- recommended attendance of subject workshops, 1-1 or library-based study
- communication with parent/carers

Whilst much of this intervention is informal and aimed at encouraging the student to take responsibility for their actions, the teacher/member of staff may keep a record of incidents on MyProgress using Behaviour Notes or by setting targets within a Stage 0 Action Plan if appropriate. A Tutor or Head of Subject may also decide to set the student targets on a Stage 0 Action Plan to encourage improved study routines or behaviour.

Stage 1 Intervention: Emerging Concerns

Where there are emerging patterns of concern, a student's Action Plan should be elevated to Stage 1 (by a Teacher or the Tutor), to indicate the need for closer monitoring and intervention. The aim of Stage 1 Intervention is to provide support and direction to help a student tackle the cause of any concerns. **Parents/carers will be notified when an Action Plan is elevated to Stage 1**, so that they are aware of emerging concerns and can support the student at home. The subject Teacher or Tutor will discuss concerns with the student. If the student has extenuating circumstances affecting their attendance or approach to study, the Subject Teacher or Tutor may put additional support in place via the targets set. A Tutor may add pastoral targets to any existing subject targets and set a review date (usually 3-4 weeks). If the student does not respond to Stage 1 targets, the Tutor or Head of Subject will refer the student to the Head of House (HoH).

Stage 2 Intervention: Head of House Concern

In the case of persistent concerns or more serious breaches of the Code of Conduct, a student will be referred to the Head of House. This referral may be made by the Tutor or the Head of Subject (if the Stage 1 AP was instigated by a subject teacher). **Heads of House will contact parents/carers if an Action Plan is elevated to Stage 2.** The HoH will discuss concerns with the student and help to identify key barriers to success. If the student has extenuating circumstances affecting their attendance or approach to study, the HoH may put additional support or reasonable adjustments in place, alongside targets. The student will be enrolled in the HOH workshop as well as any appropriate subject workshops. The HoH will agree pastoral targets with the student and set a review date (usually within 3-4 weeks).

At the end of the agreed period, the Head of House will review progress by reviewing student and teacher comments on the Action Plan, levels of attendance, and any new notes or progress data added to MyProgress. If progress is good, the Head of House will allow the student to 'step down' from Stage 2 to Stage 1. If there is some but not sufficient improvement, the Head of House may extend targets for a further 1-3 weeks. If there is very little progress and/or little attempt to engage with interventions, the Head of House will refer the student to Stage 3. Heads of House will refer to the Director of Student Engagement, where barriers to success are largely behavioural or to the Director of Student Support, where barriers are largely related to health, wellbeing or SEND.

Stage 3 Intervention: Formal Intervention and Final Contract

In the case of ongoing concerns, a Stage 3 meeting will be arranged with either the Director of Student Engagement or the Director of Student Support. **Parents/carers will be informed and invited to accompany the student to a Stage 3 meeting (in a supporting role).** At Stage 3, a student's exam entry status is placed under review. This means that the student loses their automatic right to be entered for their qualifications and must engage with a formally agreed intervention plan, to address the serious concerns raised, in order to secure the reinstatement of their exam entry status. Targets will be established by the relevant Pastoral Director and recorded in the student's Action Plan with a set review date (usually within 3-4 weeks). Whilst on Stage 3, students must fully engage with intervention and support, demonstrating an ability to make the changes necessary to support sustainable study.

At the end of the agreed period, the Pastoral Director will review student and teacher comments on the Action Plan, levels of attendance, and any new notes or progress data added to MyProgress. If progress is good, the student may 'step down' from Stage 3 to Stage 2, with their exam entry status reinstated. If there is insufficient improvement, the Pastoral Director may extend targets for a further 1-2 weeks or may refer the student for a meeting with the Vice Principal (Pastoral). The Vice Principal (Pastoral) will use all the available information to decide whether the student can be offered a last opportunity to continue study under a Final Contract, or if the student should be referred to Stage 4 Exclusion Hearing with the Principal. Even when a student's entry status is reinstated, further breaches of college procedures may result in immediate withdrawal from exam entry. A second year student who does not regain their entry status, will not be entitled to sit their external exams at Collyer's. A first year student who does not regain entry status will not be entitled to sit their transfer exams and will therefore forfeit the opportunity to progress to the second year at Collyer's.

It is possible, in cases of very serious or gross misconduct, for a student to be referred straight to Stage 3. Examples of this would be bullying and harassment, violent behaviour, theft of or damage to property, possession of illegal substances, or defying a member of staff. In these cases, a student may be referred directly to the Vice Principal (Pastoral). Parents will always be involved and sanctions include those already described above; a “cooling off” suspension if appropriate; or referral to Stage 4. A student may be temporarily suspended before a parent meeting takes place, in order to allow relevant staff time to investigate, gather evidence and assess risk.

STAGE 4 – Exclusion Hearing

In the most serious cases the Principal will intervene, either:

a) if a student refuses to respond to a Stage 3 Formal Warning having been referred on from the earlier stages of the policy set out above; or b) a case of gross misconduct is referred directly to the Principal. Gross misconduct may involve behaviour which compromises health and safety or safeguarding, or unacceptable behaviour as determined by the Principal or other member of the Senior Management Team such as criminal activity, physical violence or verbal abuse.

At this stage an EXCLUSION HEARING will be held with the student and with the parent/carer in attendance, where possible, the outcomes of which may include:

- a formal warning under Stage 3, using any of the sanctions previously mentioned above;
- final contract of conduct;
- fixed term exclusion;
- permanent exclusion;
- re-admission following a fixed term exclusion;
- withdrawal from external exams.

N.B.

- In cases where the student’s presence in the college is considered to be a risk to the wellbeing of the college community, the Principal, another member of SMT or the Director of Student Engagement, can exclude the student before the interview takes place, allowing time for investigation.
- In cases where a student fails to respond to a request to attend an Exclusion Hearing, the Principal will consider evidence and make the decision in absentia.
- Where a final contract of conduct is issued, the Principal should make the consequences of non-compliance clear to the student, giving details of the conditions for continuation.
- A student may be accompanied to the Exclusion Hearing by a fellow student or other adult of their choice in a supporting role only.

THE APPEALS PROCESS

A student or parent/carer, if the student is under 18, can appeal against a decision under Stage 4. The notice of appeal must be lodged with the Chair of Governors in writing, c/o the Director of Governance, at the college address, within ten working days of the date of the notification of the Stage 4 outcome. The student will be expected to attend the appeals panel at this and any ensuing stage. The student and parent/carer will be given a copy of the college’s Appeals Process. The grounds of the appeal are that:

- There was a serious breach of the college’s procedures that may have adversely affected the outcome.
- New evidence has come to light that was not available at the exclusion hearing and could be expected to materially influence the outcome. Where this occurs, the evidence must be provided to the college together with an explanation as to why it was not provided earlier.
- The findings were unreasonable in the light of the facts.
- The penalty imposed was too severe in the circumstance.

When a student has exhausted the college’s appeals procedure, the student has the right to make a complaint to the Education and Skills Funding Agency (ESFA). A complaint is not a further stage of appeal.

COMPLAINTS PROCEDURES

At Collyer’s we strive to achieve high standards in the discharge of our responsibilities and to minimise the likelihood of concerns occurring. Where a concern does arise, we shall treat the matter seriously and aim to resolve it quickly, effectively and to the satisfaction of all parties. A link to the complaints policy accessible on our website is [here](#).

STUDENT BULLYING AND HARASSMENT PROCEDURE

1. INTRODUCTION

If you feel that you are being subjected to harassment, you should not feel that it is your fault or that you have to tolerate it. The college's primary concern is that you should receive appropriate support, assistance and confidential advice. There are various ways you can deal with harassment, ranging from asking the person to stop, to making a formal complaint. There are separate policies for staff who are experiencing harassment.

The college recognises the importance of ensuring that the complainant is protected from further harassment arising from the alleged incident and/or complaint. Maintaining confidentiality is very important in order that fair inquiries can be carried out and that unnecessary stress to either party is avoided.

2. PROCEDURE

2.1 Informal resolution:

The following advice might be useful for any student who is experiencing harassment, as a first informal step towards a resolution of their concerns:

- It is important that the person who you feel is harassing you realises that their behaviour is unacceptable and there are two ways of doing this:
 - making it clear to the person you feel is harassing you that you find their behaviour unacceptable and asking them to stop;
 - speaking to someone else such as a friend or peer who may take up the matter on your behalf.This may often be enough to solve the problem. If the problem remains unresolved, see paragraph 2.2.
- Keep a note of the details and dates of any relevant incidents that have caused you distress, particularly if you feel unable to speak to the person you feel is harassing you or, having spoken to that person, the behaviour persists.
- Note how the incidents have affected you and if you have had to change the way you study or socialise as a result. Also note any witnesses, whether the incident/s was reported and what action was taken as a result.

2.2 Reporting a concern:

If you feel that the harassment has not been resolved by the informal actions above or if the matter is of a more serious nature than cannot be dealt with by any of the above means, you should report your concern to your teacher, tutor or a member of the Students Services team. If your tutor is the person against whom you are making the complaint, report the matter to your Head of House, or the Director of Student Engagement. If you speak to someone other than a tutor or Head of House, then that person should refer the issue to the tutor or Head of House and ensure that they keep the matter confidential.

2.2.1 The tutor (or Head of House) will take up the matter with the person whose behaviour is causing the problem via their own tutor. This will be done sensitively bearing in mind the need to protect both your rights as complainant and those of the person about whom you are complaining – both parties are entitled to a full and fair opportunity to put their version of events. Ideally, the result of this discussion will be that the person causing the distress agrees to stop immediately the behaviour in question. If the complaint is against a member of staff, this should be reported to the Principal.

2.2.2 If, following the tutor or Head of House's initial intervention, the problem persists, you should make a formal report as set out in the procedures below, normally within four weeks of the last alleged incident.

2.2.3 The formal report should be in writing and addressed to the Head of House. If you prefer, however, you can see the relevant Head of House in person to explain the nature of the complaint and the Head of House will then make a record of the issues and ask you to sign it as a correct record of your statement.

2.2.4 The Head of House will arrange an investigation. The person against whom a complaint has been made will be told formally of the nature of the complaint, given a copy of this policy and procedure, and advised of their right to be accompanied in any investigation which follows.

2.2.5 An investigation will be carried out as soon as possible by gathering statements from witnesses and any CCTV or digital evidence. The Head of House will then meet you to explain the outcome and any action to be taken. This will normally include an explanation of the following:

- whether the report has been substantiated
- whether the issue is to be investigated further
- what action will be taken as a result, by whom, and in what timeframe (taking care not to disclose confidential information if disciplinary action is one of the actions to be taken)

- your right to appeal against the decision via the Complaints Policy
- 2.2.6 The Head of House will also tell the person against whom a report has been made if further investigation or action is to take place. If disciplinary action is to be taken against them, they will be given a copy of the Disciplinary Procedures. The Head of House will inform relevant parties including parents/carers to take forward disciplinary action.
- 2.2.7 The Head of House should monitor the situation for an appropriate period of time afterwards to ensure that the situation has been resolved or that further problems are addressed.
- 2.2.8 Heads of House will refer incidents of a serious nature to the Director of Student Engagement, the Director of Student Support or a member of the Student Services team.

3. VICTIMS OF CRIME

If you feel you have been the subject of any behaviour that may constitute a crime, for example, you have been physically attacked, sexually assaulted or racially abused, you are strongly advised to report the attack to the police in addition to reporting the matter to your Tutor, Head of House or Student Services. The college will always co-operate in cases where a crime has been committed and will deal with the matter in confidence, where appropriate.

4. WHAT IS BULLYING AND HARASSMENT?

- 4.1 The college defines harassment as behaviour that degrades, humiliates or belittles through actions, words or gestures. It is any unwanted behaviour that a person finds intimidating, upsetting, embarrassing, humiliating or offensive. This would include victimisation, bullying, discriminatory language or behaviour. It may involve relationships of unequal power and contain elements of coercion. However, it may also involve relationships among equals.
- 4.2 The Equality Act uses a single definition of harassment to cover protected characteristics. Employees will now be able to complain to behaviour that they find offensive even if it is not directed at them.
- 4.3 In addition, the complainant need not possess the relevant characteristic themselves and can be because of perception or association. Harassment applies to all protected characteristics except for pregnancy, maternity where any unfavourable treatment may be considered discrimination and marriage and civil partnership.
- 4.4 Harassment may be repetitive or an isolated incident and may be:
 - Physical – contact, assault or gestures, intimidation, aggressive behaviour;
 - Verbal – unwelcome remarks, suggestions, propositions, malicious gossip, jokes, banter;
 - Non-verbal – offensive literature or pictures, graffiti and computer imagery, electronic messaging via text, voicemail, e-mail or internet, isolation or non co-operation and exclusion from social activities.
- 4.5 Bullying is persistent, offensive, abusive, intimidating or insulting behaviour, unfair sanctions, or other abuse of power or position.
- 4.6 The examples of harassment provided below are non-exhaustive and do not add any relative importance to any protected characteristic.
 - Harassment on grounds of **age** may include (without limitation): ageist jokes; conduct based on stereotypical perceptions about a person because of their age or level of experience and intrusive questions about a person's age.
 - Harassment on the grounds of **disability** may include (without limitation): mocking, mimicking or belittling a person's disability or the disability of someone they care for denial of a person's disability, consistent or repeated failure to provide clearly identified facilities or meet requirements to enable a person to perform their duties or receive an adequate service; intrusive questions regarding a person's impairment.
 - Harassment on grounds of **gender identity** may include (without limitation): jokes about gender identity and/or expression; deliberately or repeatedly using incorrect pronouns; not acknowledging a person's affirmed name (known as 'deadnaming') and intrusive questions regarding a person's gender identity and/or expression, outing a person as trans without their permission or spreading rumours or gossip about their gender identity, expression, and history.
 - Harassment on grounds of **race** may include (without limitation): racist jokes; conduct and comments based on stereotypical perceptions and prejudices about a person because of their race; intrusive questions about a person's race, skin colour, nationality, or ethnic national origins.
 - Harassment on grounds of **religion or belief** may include (without limitation): jokes about a particular religious group; behaviour which fails to tolerate, acknowledge or allow participation in

religious convictions, beliefs or practices; and intrusive questions about a person's religion or beliefs.

- Harassment on grounds of **sex** may include (without limitation): sexist jokes; conduct based on stereotypical perceptions and prejudices about a person because of their sex; and intrusive questions regarding a person's sex.
- Harassment on grounds of **sexual orientation** may be experienced by any of the groups above and may include (without limitation): Homophobic or biphobic jokes, or jokes relating to a person's actual or perceived sexual orientation, relationship, or relationship history; Outing a person as lesbian, gay or bi without their permission or spreading rumours or gossip about their sexual orientation, relationship, or relationship history; and intrusive questioning about a person's sexual orientation, partnership, or domestic circumstances.

4.7 **Coercive Behaviour** – Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, frighten, or create dependence. Examples may include (without limitation):

- making direct or implied threats, such as threatening to revoke authorship and credit on publications and research papers;
- humiliating an individual by criticising them in a public forum, such as by group email/messaging service or in a group meeting.

4.8 **Gaslighting** – Gaslighting is the manipulation by psychological means of a person (or group) which causes them to doubt themselves, their capabilities or their sense of reality. Examples may include (without limitation. a manager criticising an individual's work, then later denying they had done so; and 5.4.2. an individual being made to feel that their opinions, concerns, thoughts and feelings are incorrect or lack validity.

4.9 **Banter** – Banter is the mutual exchange of teasing remarks. Communication which some may consider to be banter is not acceptable if it falls into the categories of bullying and/or harassment. Banter may affect the person the comments are directed towards, and others who overhear the comments. Examples may include (without limitation):

- making jokes about a person's appearance;
- publicly humiliating a person in front of others;
- using unagreed or unwelcome nicknames.

4.10 **Victimisation** – Victimisation is subjecting a person to detrimental treatment because they have reported bullying and harassment. Examples may include (without limitation):

- being marked as an 'informant' or 'snitch';
- withholding social opportunities or fostering isolation;
- coercing others to keep distance.

4.11 **Online (Cyber) bullying** – Cyber bullying is any form of bullying that is carried out online using electronic media devices such as computers, laptops, smartphones, tablets, or gaming consoles. It can take place on social media platforms such as (but not limited to) Snapchat, Instagram, Discord, Facebook, TikTok, Twitter, WhatsApp, WeChat, LinkedIn, through email, text message or online collaboration sites such as Microsoft Teams or Zoom.

5. **SEXUAL AND RACIAL HARASSMENT**

5.1 Sexual harassment is a form of sex discrimination and is illegal and under the 2010 Equality Act it is an offence to bully an individual on the grounds of their protected characteristics. It can occur in a variety of situations but always has a distinctive feature: the inappropriate introduction into the work or learning environment of unwelcome actions or comments of a sexual nature.

The following are examples of activities that might constitute sexual harassment. The list is not exhaustive:

- Suggestive and unwelcome comments, looks or gestures emphasising the gender or sexuality of an individual or a group;
- Unnecessary and unwelcome physical contact, touching, or proximity;
- Unwelcome, intrusive or persistent questioning about a person's marital status or sexual interests;
- Innuendo, lewd jokes, and the general use of sexually explicit or provocative language;

- Unwelcome or derogatory remarks about the sexual orientation or preference of an individual or a group;
- Unwelcome requests for social or sexual encounters and favours;
- Display, or electronic transmission, of pornographic, degrading or indecent pictures, objects or materials in the work or learning environment;
- Indecent exposure or sexual assault.

Further procedures for managing a report of sexual harassment or sexual violence are detailed in the Safeguarding and Child Protection Policy.

5.2 Racial Harassment is a form of race discrimination and is illegal. This can relate to nationality as well as ethnic background.

The following are examples of what might constitute racial harassment. The list is not exhaustive:

- Derogatory name-calling;
- Insults and racist jokes;
- Ridicule of an individual for racial or ethnic difference;
- Persistent isolation of an individual or group because of race;
- Racist graffiti, images or insignia;
- Display or dissemination of racially offensive material;
- Verbal abuse and threats relating to race;
- Physical attack.

6. SUPPORT

6.1 Bullying and harassment can cause humiliation, isolation, loss of confidence and serious harm to mental health and wellbeing in both the short-term and longer-term. The following support and services are available to members of the Collyer's Community who have experienced, witnessed or been accused of bullying and harassment:

- [Student Services SharePoint site](#)
- [Wellbeing SharePoint site](#)
- Mind - Advice and support for anyone experiencing a mental health problem. www.mind.org.uk – Call: 0300 123 3393 (charges as per your provider)
- Multi-Agency Safeguarding Hub (MASH – West Sussex) Call: 01403 229900 in office hours or 0330 222 6664 at other times Email: MASH@westsussex.gov.uk
- Papyrus – HOPELINEUK – Confidential suicide prevention support and advice if you or another young person you know are not coping with life and are having thoughts of suicide. www.papyrus-uk.org Call: 0800 068 4141 – Text: 07860 039 967 – Email: pat@papyrus-uk.org
- Samaritans – 24/7 help if you are struggling to cope; facing a crisis; having thoughts of suicide. www.samaritans.org Call free on: 116 123 Email: jo@samaritans.org
- Shout – Anxious? Worried? Stressed? 24/7 help from a team of crisis volunteers if you are struggling to cope and need immediate help. www.giveusashout.org
Free text service. Text: Shout to 8525
- Sussex NHS Urgent Mental Health Helpline – Call: 0300 500 0101
- YMCA Dialogue Counselling www.ymcadlg.org Call: 01273 725259 Email: dialogue@ymcadlg.org

7. SUMMARY

7.1 Differences of attitude or culture and the misinterpretation of social signals could mean that what is perceived as harassment by one person may not seem so to another. **The defining features, however, are that the behaviour is offensive or intimidating to the recipient and would be so regarded by any reasonable person.**

SUBSTANCE MISUSE PROCEDURES

General principles for dealing with suspected substance misuse for all staff:

- The health, safety and wellbeing of our students is of primary consideration when dealing with suspected substance misuse. If in doubt call a first aider and in an emergency call 999;
- All staff have professional and legal responsibilities which must be discharged irrespective of personal views on the misuse of substances;
- All staff will undertake in service training provided by the college so that they are equipped to recognise signs of substance misuse and respond appropriately;
- All staff should have due regard for the college's Safeguarding and Child Protection Policy and the Student Disciplinary Procedures in dealing with any suspected substance misuse;
- Any member of staff who finds a student using, in possession of, or distributing a substance on the college campus will inform a member of the Safeguarding Team, Student Services or a member of the Senior Management Team in accordance with the Substance Misuse Procedure. Any of these key persons should also be informed if such activity is suspected or a student is believed to be under the influence of a substance;
- Any member of staff who suspects that a student may be in personal difficulty because of their use of a substance should report their concerns to the student's Head of House, Director of Student Engagement and/or a member of the Safeguarding Team;
- Any member of staff who takes a disclosure from a student in difficulty because of their use of a substance, must inform the appropriate Head of House who will seek support for the student either in college or from external agencies as appropriate;
- Staff should work in collaboration with parents and carers throughout unless there are contraindications for doing so;
- Staff to utilise external support where needed which may include referral to Change, Grow, Live (West Sussex Drug and Alcohol Wellbeing Network) and consultation with the Police.

Substance Misuse Guidance and Procedure

1. Guidance: Warning signs of possible substance misuse

Some signs of substance misuse can be confused with signs of other quite innocent behaviour or problems. Therefore, it is important that staff should take care not to jump to a conclusion which might be inappropriate. In order to support staff in their identification of possible substance misuse, potential signs are grouped into three categories below. If a member of staff has any concerns they should liaise with Student Services, a First Aider or a member of the Safeguarding Team for advice.

Physical symptoms/signs of substance misuse:

- Sudden changes in mood/behaviour, unusual outbreaks of temper
- Disregard for physical appearance
- Loss of appetite or increase in consumption of set foods
- Excessive use of deodorant to cover smell of drugs or solvents
- Drowsiness, sleepiness or slurred speech
- Unusual small, stains or marks on clothing or body, or around the mouth and nose
- Marked interest in glue or solvent based products
- Soreness or redness around the eyes or mouth
- Flushed face or neck
- Dilated pupils
- Small groups meeting in secretive places
- Unsteady on feet
- Staining on hands

Social presentation:

- Keeping away from other students
- Being the subject of rumour about drugs
- Use of drug slang

- Excessive spending or borrowing of money
- Unexplained loss of money or belongings from home
- Perpetual stealing of money or goods that are then sold
- Changes in attendance patterns
- Reluctance to participate in college activities
- Loss of interest in a sport or a hobby
- Sudden changes in friendship group
- Secretive behaviour or hypervigilance around staff
- Performance at college shows a marked decline
- Association with strangers on or around the college premises

Equipment/paraphernalia that may be used for drug use:

- Containers made from silver foil perhaps discoloured by heat
- Small bottles, pillboxes, photographic film canisters, empty solvent containers, twists of paper
- Straws, small plastic bags, butane gas containers
- Stash cans – disguised as everyday objects e.g. deodorants or coke cans
- Drinks cans with extra holes and signs of scorching
- Syringes or needles
- Cigarette lighters
- Spoons discoloured by heat
- Sugar lumps
- Spent matches
- Stamps, stickers, transfers
- Grinders

2. Procedure for Managing Suspected Substance Misuse

- 2.1 If a student makes a disclosure about their own, or another student's involvement with drugs, it must be recorded in writing at the time (or as soon as possible after the verbal disclosure), on CPOMS. The student may wish to write down their concerns themselves and this can be scanned and uploaded to CPOMS. Refer the disclosure to the student's Head of House or the Safeguarding Team who will arrange to see the student to discuss appropriate support, either in-house or through an external agency.
- 2.2 If a member of staff suspects a student is under the influence of, or in possession of a prohibited substance on campus, they should inform Student Services or a senior member of staff immediately (Director of Student Engagement, Director of Student Support, Vice Principal (Pastoral), Head of House). If possible, two members of staff should be present, to:
 - **Assess** – How serious is the situation? Is it safe to remove the student from the location?
 - **Isolate** – If substance misuse or possession of substances is suspected the student should be taken to Student Services or a nearby empty classroom/office. If the student is in immediate danger and it is not safe/possible to remove the student then clear other students from the area, call 999 and a First Aider.
 - **Question** – Determine whether a student seems to be under the influence through questioning and observation of physical presentation. If possession is suspected then a search may be requested and carried out by a designated member of staff (VP, DoSE, DoSS, HoH, member of Safeguarding Team, SMT).
 - **Search** – The power to search and confiscate will be used in accordance with DfE guidance on Searching, Screening and Confiscation (January 2018). This search will not require students to remove any clothing other than outer clothing. The college will only exercise the right to search with student consent, but should a student fail to consent where there are reasonable grounds to search, they will be suspended from campus pending a disciplinary hearing. Reasonable grounds to search will be determined by the guidance in section 1 of this document.
- 2.3 Action to be taken by members of staff with designated responsibility for searching:

- A search should take place in the presence of at least two members of staff and away from other students, ideally in an office or empty classroom;
- Where students are suspected of concealing prohibited substances or items on their person or amongst their possessions, every effort should be made to secure voluntary production, for example, by asking the student to turn out their pockets or to empty their bag or locker;
- Remove and confiscate any prohibited substance or item from the student concerned, preferably in the presence of another member of staff. Confiscated substances should be placed in a sealed bag or container and labelled with the date, name of student and members of staff who conducted the search;
- If a student refuses to consent to a search and staff have reason to believe they are in possession of prohibited items, it will be explained that due to safeguarding concerns and failure to comply with the reasonable request a member of staff, the student will be suspended from campus pending further investigation and a disciplinary hearing;
- A record of any search undertaken (even where no substance was found) and any substance or items seized will be recorded on MyProgress in a confidential note. Any confiscated items must be immediately passed to the Vice Principal (Pastoral) or in her absence, another member of SMT or the Director of Student Engagement;
- The Vice Principal (Pastoral), member of SMT or DoSE will ensure that the substance is either disposed of safely (if appropriate) or stored in a secure location before handing to the Police;
- The Vice Principal (Pastoral), member of SMT or DoSE will work with the HoH to conduct any further investigations. All statements must be written by the member of staff or the student under the direction of the staff interviewing. All statements should be taken as close to the timing of the incident as possible. This is in line with other incidents that are covered in the Student Disciplinary Procedure.

NB: If a member of staff suspects a student is under the influence of, or in possession of a prohibited substance during a college trip or out of hours activity, the member of staff has authority to follow the procedures set out in 2.2 and 2.3 with remote guidance from the Vice Principal (Pastoral) or member of SMT where needed.

3. Subsequent Interventions

Following investigation, a senior member of staff will take any of the following appropriate actions:

- 3.1 Where the sale or distribution of substances is confirmed on or around campus or during a college activity, the college may involve the police and will exclude the student concerned permanently.
- 3.2 Where it is suspected or proven that a student has attended college under the influence of a substance they will be sent home and parents/carers informed. Where it is deemed unsafe for the student to travel unaccompanied, a parent or carer will be asked to collect the student from college. If the immediate safety of the student is of concern, emergency services will be contacted. It is highly likely that disciplinary action will follow, possibly including, but not restricted to the following:
 - a. Stage 3 Disciplinary Action Plan (including loss of exam entry status)
 - b. Further suspension
 - c. Permanent exclusion
 - d. Referral to the police
 This action will always involve and/or be communicated to parents/carers.
- 3.3 Where a student is identified as being in difficulty in circumstances which indicate the misuse of substances, the college will aim to provide appropriate support to the student using in-house and/or external agencies. This will not preclude the use of the disciplinary procedure.

Appendix 8

STUDENT SOCIAL MEDIA USE

Principles for Collyer's Students – Be Courteous, Responsible and Respectful

The college promotes values of responsibility and respectfulness to all students. Students should be aware of the context of the Student Code of Conduct when using any form of social media. Students have a responsibility to keep themselves safe and helping to keep others safe when using social media.

Collyer's Students:

- a) Must be conscious of the need to adhere to the terms and conditions of their Code of Conduct when using social media, specifically the fundamental obligation that you are expected to behave courteously and in a manner which indicates respect for others, the environment around you, and yourself. Our aim is to maintain a supportive and safe working environment for students and all others connected with the college. In this instance 'others, the environment around you, and yourself' includes the online community.
- b) Must not engage in activities on social media which might bring Collyer's into disrepute.
- c) Must not represent personal views as those of the college.
- d) Must not discuss personal information about students or staff.
- e) Must not use social media and the internet in any way to attack, insult, abuse or defame peers, students, staff, their family members, other professionals, other organisations or the college.
- f) Must be considerate of their colleagues if posting media items such as photos, videos and other related material. Great care needs to be taken as the Collyer's 'official' social media sites have different standards and requirements to personal social media activity.

Collyer's Use of Computers Agreement 2025 Staff & Students

This agreement will be explained at Induction with any later changes made known to you. Your consent is a condition for use of the College of Richard Collyer IT facilities.

These guidelines are targeted at your computer use within Collyer's. They are, however, excellent guidelines for using your own computers and mobile devices out of college. Referenced legislation applies to everyone in the UK, on any device, at any time.

When using Collyer's IT equipment and systems, I agree to:

- Never alter software, hardware or cabling configuration without first consulting itsupport@collyers.ac.uk
- Only connect personal devices wirelessly
- Never leave equipment unsecured
- Never leave your workstation unattended if logged in (lock screen or logout)
- Never attempt to evade security measures or knowingly introduce malicious software to the network ([Computer Misuse Act 1990](#))
- Never corrupt, destroy, disrupt or violate the privacy of another user's work
- Never post defamatory or offensive material designed to harass, abuse or discriminate against another individual
- Never let any other person know my password, door codes, or use my ID
- Never drink or eat at an open-access computer

When using my personal device with the college systems I will:

- Take responsibility for protecting my device(s), ensuring all software/system patches are applied and protection software is updated
- Protect my personal device(s) using appropriate security measures
- Make appropriate backups to a secure location
- Configure my personal device(s) to delete its contents if it is lost, stolen or if attempts have been made unlawfully to gain access (I can do this myself through 365 mail settings)
- Not use a Virtual Private Network (VPN) while connected to the college's WiFi or wired computer network. This policy is in place to ensure network security and compliance with the college's internet usage guidelines

When using the Internet I must:

- Never knowingly attempt to access offensive, obscene or indecent images, literature or other data
- Never post defamatory or offensive material ([Communications Act 2003](#))
- Ensure personal IT use does not interfere with the work of myself or others
- Never open email attachments or links unless I am certain of the source
- Never send mail to large numbers of people who have not requested it (spam)

When handling data I must:

- Never use removable media such as pen drives or CD's to store, transfer or share person data (any data linked to a person)
- Only print documents with person data when absolutely necessary, then destroy after used or otherwise always store securely
- Never share person data with unauthorised parties without person consent
- Never use person data in emails (refer recipient to person data on secure location, MyProgress, REMs, SharePoint, OneDrive)

- Always use BCC if emailing groups of students and or parents and exclude personal data in shared email. Delete emails with personal data. If a communication log is needed, record correspondence in MyProgress, Notes or StaffRoom
- Never upload data to a third-party service without first consulting college DPO and ITSupport
- Only use Collyer's provided cloud storage (OneDrive, SharePoint, Moodle)
- Only store personal data on the college preferred secure network locations (not on Laptop or office PS's local drives) unless otherwise authorised by college DPO
- Ensure my cloud resources are shared and made available to my line manager or curriculum lead as appropriate
- Ensure that when connecting a personal device to the college's WiFi any content inappropriate to a work environment will be closed

I understand that:

- My computer, internet and e-mail use is monitored and logged ([Regulation of Investigatory Powers Act 2000](#))
- All personal data must be handled in compliance with the Data Protection Act 2018 and the college's Data Protection Policy. I will take appropriate steps to ensure that data is stored securely and handled with due care and attention to privacy
- If my account remains inactive for a college term it will be automatically disabled
- My computer activity may be reported to the authorities ([PREVENT](#))
- The subject of any electronic file or email on the system can request to see that data ([Freedom of Information Act 2000](#))
- All work and material produced for the college remains property and copyright of Collyer's ([Copyright and Related Rights Regulations 2003](#))
- If I am suspected of breaching this agreement then my network access may be restricted or removed
- Staff must also abide to other college policies, which include the Social Media Policy and Data Protection Policy. The College's Social Media Policy outlines acceptable use of social media platforms and expectations for maintaining a professional online presence. Any use of social media that negatively affects the college's reputation or violates this policy may result in disciplinary action
- Students must also abide by the Student Code of Conduct
- When accessing Collyer's IT systems remotely, I agree to use a secure internet connection (avoiding public WiFi when possible), and will take steps to ensure my device is properly secured with updated security software
- When using collaborative tools (e.g., Microsoft Teams, Moodle), I agree to engage in professional communication, avoid sharing inappropriate content, and ensure that shared files and documents are stored in accordance with college guidelines for data security

Most of this is common sense but if you are worried that what you want to do might be a breach of the agreement please consult itsupport@collyers.ac.uk

By using Collyer's IT facilities, I acknowledge that I have read, understood, and agree to abide by the terms outlined in this agreement.

Library Code of Conduct

The Student Code of Conduct applies in the Library. You are expected to wear your ID card and lanyard. Students without their lanyard should expect to be challenged. You should behave courteously, in a manner which indicates respect for others, the environment around you and yourself.

We ask that when using Collyer's Library you also abide by the following code:

1. Please dress in a manner appropriate for a working environment. Hoods should be taken down.
2. Please switch your mobile phone to silent before you enter the Library.
3. Please enter and walk through the Library silently so as not to disturb those working.
4. Please work independently and in silence. You may work quietly with the person next to you in L102, first floor Library 8am – 4.15pm.
The Library Team are available to help if you need anything.
5. Please do not consume food or drink in the Library, other than water. There are water fountains on the first and second floors. Bottled water should not be left next to computers. Please keep the Library tidy and use the recycling bins provided.
6. Please use headphones, rather than the computer speakers. No one else should be able to hear what you are listening to. You can borrow headphones from the Library Help Desk if you need to listen to something on the computer.
7. Computer users must observe the use of computers agreement. Computer use is restricted to study purposes, rather than for private or leisure use.
8. Please follow instructions of Library Staff immediately, without comment.

Students who do not observe this code will be asked to leave the Library and may face disciplinary action.

Further Reading

Students must also abide by the Student Code of Conduct and Collyer's Copyright policy. Most of this is common sense but if you are worried that what you want to do might be a breach of the agreement, please contact itsupport@collyers.ac.uk



Use of Reasonable Force

GUIDANCE FOR STAFF

What the law says

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do any of the following:

- Committing a criminal offence;
- Causing personal injury to themselves or another;
- Causing damage to property belonging to them or another, including the school;
- Any behaviour prejudicing the maintenance of good order and discipline in the school.

Please read the full [DfE Guidance on the Use of Reasonable Force](#).

For the purposes of this procedure:

- **Reasonable force** is defined as using no more force than is needed in the circumstances.
- **Physical restraint** is defined as the positive application of force to prevent a student from causing injury to themselves or others or seriously damaging property. It is necessary in more extreme cases, for example, to stop a physical fight.

Who may use force?

- All members of college staff have a legal power to use reasonable force
- This power applies to any member of staff at the college. It can also apply to people whom the Principal (or delegate), has temporarily put in charge of students such as unpaid volunteers or parents accompanying students on a college organised visit.

When to use reasonable force

- To remove a disruptive student from the classroom where they have refused to follow an instruction to do so.
- To remove a student (including one from another school/college) from the college campus, for the reasons laid out in the Education and Inspections Act 2006.
- To prevent a student behaving in a way that disrupts a college event, trip or visit.
- To prevent a student leaving the classroom, where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- To prevent a student from attacking a member of staff or another student, or to stop a fight on campus grounds.
- To restrain a student at risk of harming themselves through physical outbursts.

Staff cannot

- Use force as a punishment – it is always unlawful to use force as a punishment.

Using reasonable force

Before using force, staff should, where practicable, tell the student to stop misbehaving, referring to the Student Code of Conduct. In almost all cases at Collyer's, there is no need for physical intervention. There is a list of useful de-escalation techniques within this procedure.

If required, for staff who have undertaken enhanced training, appropriate use of force will range from a physical passive presence in between students, ushering them by placing a hand in the centre of the back, leading/guiding them by the hand or arm, to in more extreme circumstances using appropriate restraining holds. In some instances, staff may need to apply containment, for example where it is judged that allowing the student to leave would risk their safety or the safety of others.

Particular attention will be given to individual students' needs which arise from statements of SEN or disability. Whilst it is highly desirable that staff should avoid acting in any way which might cause an injury, in exceptional circumstances, it is recognised that it may not always be possible to avoid. Any such injury caused will be properly investigated by the college and use of force will require justification.

Training for staff

Enhanced training in the use of reasonable force is provided for relevant staff who should be contacted in incidents of escalating concern and where de-escalation has not been effective. Trained staff are:

- Deputy Principal/VP(Pastoral)/VP(Curriculum)
- DoSE/DoSS/HoH
- Security Team

Recording incidents

Incidents should be recorded on MyProgress Behaviour Notes or on CPOMS in accordance with Behaviour Levels and Disciplinary Procedures. In an incident where 'Reasonable Force' has been applied, staff must report the incident immediately to the Director of Student Engagement who will ensure appropriate records and statements are collated and parents / carers informed.

Complaints procedures

At Collyer's we strive to achieve high standards in the discharge of our responsibilities and to minimise the likelihood of concerns occurring. Where a concern does arise, we shall treat the matter seriously and aim to resolve it quickly, effectively and to the satisfaction of all parties. A link to the complaints policy accessible on our website is [here](#).

De-escalation Techniques

1. **Be empathetic and non-judgmental.** Focus on understanding the person's feelings. Whether or not you think those feelings are justified, they're real to the other person.
Possible response: "I can see that this has upset you."
2. **Respect personal space.** If possible, stand at least three feet away from the person, the aim is to allow personal space which tends to decrease a person's anxiety and can help prevent acting-out behaviour.
3. **Keep your tone and body language neutral.** The more a person loses control, the less they hear your words and the more they react to your nonverbal communication. Relax your body and keep your hands in front of you, palms facing outward.
4. **Avoid over-reacting.** Remain calm, rational, and professional. While you cannot control the person's behaviour, how you respond to their behaviour can affect whether the situation escalates or defuses.
5. **Move to a private area.** If it seems safe to do so, it may be helpful to move the student away from public spaces and into a private area to talk. If in a classroom environment and the student is unwilling, it can be easier to ask the rest of the class to leave the classroom.
6. **Focus on the thoughts behind the feelings.** Some people have trouble identifying how they feel about what's happening to them.
Possible response: "Help me understand what you need."
Possible response: "Tell me if I have this right."
Not: "Tell me how you feel."
7. **Ignore challenging questions.** Answering challenging questions often results in a power struggle. If a person challenges your authority, redirect their attention to the issue at hand. Ignore the challenge, not the person.
Student: "Why is that other student such a _____?"
You: "Please tell me again when the issue started?"
8. **Allow silence.** By letting silence occur, you are giving the person a chance to reflect on what's happening and how to proceed.
9. **Allow time for decisions.** When a person is upset, they may not be able to think clearly. Give them a few moments to think through what you've said.

Managing escalating aggressive behaviour (Staff Guidance)

– remember the focus is always on de-escalating

