
Bury College Policy and Procedures

Student Behaviour, Pastoral Policy & Procedures (Incorporating the Bullying and Harassment Policy)

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Policy Statement

This policy applies to all students of all ages across all types of provision, including Adult Provision, Apprentices and Higher Education

Bury College is committed to providing a safe, respectful and inclusive environment in which both students and staff can learn and work free from bullying, harassment, intimidation, abuse, discrimination, violence or threatening behaviour.

The College has a zero-tolerance approach to any behaviour directed towards staff or students that undermines their dignity, wellbeing or safety. Any incident involving the bullying, harassment, abuse or intimidation of a member of staff will be taken seriously, investigated promptly and may result in disciplinary action, including permanent exclusion where appropriate.

This Policy and Procedure sets the College's expectations of attitudes and behaviour of all members of its community. It is the purpose of the Policy to promote and encourage positive behaviours in all parts of the College and across all activities associated with the learning programme both on and off the College site.

This is to promote a safe, inclusive, and positive culture for learning and personal development, to support all to develop positive behaviours for work and further learning. Both staff and students are expected to comply with the policy and processes outlined below and within the code of conduct for the whole College community. The code of conduct states that's the College expects high standards of behaviour from all members of the College community.

Bury College strives to build a nurturing, caring ethos which permeates our College environment and supports all to do their best. This policy and the related processes places safety, securing and positive relationships as its emphasis. So that all students and staff can thrive within a trauma-informed and psychologically safe approach. This is to enable both academic vision of the College and the importance of supporting the wellbeing of everybody in the College community to be work ready.

We aim to make students:

- More Committed
- More Confident
- More Collaborative
- More resilient

Bury College is also committed to:

- Providing a safe, secure and caring teaching and learning environment in which all individuals have the right to be respected and the opportunity to study and work without interference from others.
- Carrying out its duty of care to students and staff.
- Preserving its reputation, maintaining its standards and values, creating an ethos of respect and achievement.
- Ensuring that all alleged cases of gross misconduct, as defined in this policy, are investigated thoroughly within the resources, and means available to the College and that students who go through the College's Disciplinary Procedure receive fair supportive and nurturing process treatment and access to an appeals procedure.
- A zero-tolerance approach to any kind of bullying or harassment including sexual harassment.
- Educating young people to provide them opportunities to reflect on their behaviours and take positive steps to becoming well rounded well prepared young people who are ready for life and work.

To enable the fulfilment of this commitment:**Students are required to:**

- Treat all members of the College community with dignity and respect and refrain from any form of bullying, harassment, discrimination, intimidation, abuse, threatening behaviour or violence towards staff, students, visitors or contractors.
- Work purposefully towards their identified learning goals.
- Behave in a responsible manner and show respect to others.
- Comply with the College Regulations as detailed in the Student Contract, Health & Safety Contract and Computer Users Contract.
- Wear their College ID lanyard visibly around their neck at all times whilst on the College campus

All members of staff are required to:

- All staff have responsibility for challenging behaviour and reporting concerns. Responsibility for investigating incidents and determining disciplinary outcomes rests with authorised managers. All Personal Tutors to make contact via email to build relationships and introduce themselves
- Promote the above expectations to students.
- Implement the 'Be Ready to Learn', 'Our College Our Community Our Conduct' and 'Respect Policy' standards across the campus.
- Treat all students consistently, fairly and with respect.
- In order to manage the early identification and intervention for students, every tutor will need to take responsibility for their students and implement this process
- Call upon specialist support staff and services and make use of the Pastoral Support System and Disciplinary Procedure as appropriate.
- Tutors should reiterate behaviour expectations in lessons and consistently address inappropriate behaviours

Heads of Curriculum/ Assistant Curriculum Directors/ Directors of Curriculum (referred to throughout the document as Curriculum Lead

- Ensure that AT Risk meetings take place on a weekly basis for every team

- Ensure pastoral managers are invited
- Ensure that each Tutor has a Tutor Group and the caseload is managed fairly
- Ensure that at the meetings the distribution of actions is distributed fairly
- Ensure that tutors have followed up actions to support students
- Work with Vice Principal (DSL) to establish a package of support for tutors to manage behaviour effectively
- Ensure that tutors follow all process consistently

Pastoral/Senior Pastoral Managers

- Ensure that AT Risk meetings take place on a weekly basis for every team
- Provide support and guidance to Curriculum Leads and tutors in implementing this policy
- Ensure a fair and consistent approach to the application of this policy
- Consider the use of other policies such as Fitness to study and Fitness to Practice
- Identify whether the issue is also a safeguarding concern and follow the appropriate processes within those policies
- Where the behaviour relates to sexual violence, sexual harassment and harmful sexual behaviour., Immediate action must be taken in line with the policy
- Consult the Safeguarding a Prevent Manager where it is identified that students may pose a risk to others.
- Ensure the inclusion of Additional Learning Support staff where there may be an unidentified LDD, additional need or a student has a diagnosed LDD. This includes students whose prior education was alternative provision.

Safeguarding and Prevent Manager

- Ensure that all incidents of sexual violence, sexual harassment and harmful sexual behaviour are followed up in line with the policy
- Ensure Safeguarding referral that may breach the behaviour policy are referred to Pastoral Managers
- Ensure that Looked After Children and those under section 47 are supported appropriately through the disciplinary process
- Ensure that Pastoral managers and relevant curriculum leads are made aware of any students that may pose a risk to others in terms of breaches of the disciplinary policy
- Ensure that risk assessments and support plans are in place for students that may pose a risk to others.

Definitions

EHCP stands for 'Education, Health and Care Plan'. The educational health and care plan is for children and young people who have special educational needs (SEND) and/or disabilities.

LAC stands for 'Looked after children' (LAC) means children in public care, who are placed with foster carers, in residential homes or with other relatives. Children become looked after when their parents are unable to provide ongoing care in either a temporary or permanent capacity.

CL stands for 'Care Leavers' This is any adult who has spent time in care. The legal definition of a care leaver comes from The Children (Leaving Care) Act 2000 which states that a Care Leaver is someone who has been in the care of the Local Authority for a period of 13 weeks or more.

CIN stands for 'Children in need'. These are children who are aged under 18 and need local authority services to achieve or maintain a reasonable standard of health or development. The services work together to prevent significant or further harm to health or development.

Care Experienced A child or young person is 'care experienced' if they are living, or have lived, in care at any stage in their life. This includes children who have experienced, or are currently, living in residential care, foster care, kinship care, or at home with a supervision order.

ACEs stands for Adverse Childhood experiences: these are traumatic events in a young person's life that can have negative, lasting effects on a person's health and wellbeing. These experiences can be categorised as abuse or neglect and household dysfunctions such as abuse, neglect, mental health, parental substance abuse, death or family separation.

1. Scope

1.1. The behaviour requirements of Students outlined in this document apply to all students and apprentices of the College, whether full or part-time, irrespective of whether their course or programme of study is validated by or associated with any other institution, and irrespective of their age. For the purpose of this policy the term 'student' refers to anyone studying at the College including apprentices.

1.2. The procedures outlined in this document will be followed and the sanctions outlined applied in relation to behaviour and incidents occurring in College or in close proximity to it, away from College on study related activities or where reputational damage may take place. However, the College reserves the right to follow the outlined procedures and apply the outlined sanctions with regard to behaviour and incidents occurring away from College but involving College students, if it is considered that failure to do so will result in the possibility of further incidents occurring in College or the learning of one or more students being adversely affected.

1.3. The behaviour requirements of students outlined in this document apply to students taking part in out of College activities such as work experience placements, educational visits and residential activities but additional behaviour requirements specific to the activity may apply.

1.4. The College is working to civil law and in the case of alleged criminal offences the College is not bound by the results of any criminal proceedings against students.

2. Obligations of Students in College

2.1. The obligations of students while at College are summarised in the College Regulations, which are to be found on the Student Portal.

2.2. On commencement of their studies at Bury College, all students are required to sign an Enrolment Form, which confirms they have read and agreed to accept and abide by the College Regulations, Health and Safety Contract and Computer Users' Contract and through them, implicitly, the conditions and spirit of College membership. These documents are available via the Student Portal.

2.3. In signing the enrolment form the students confirm they have read the contracts referred to in 2.2. above, students agree and accept that any breach of the contracts may result in the College's Disciplinary Procedure being applied.

2.4 The role of Vice Principal (DSL) is to ensure that appropriate training is provided for staff and that the training is in line with the ethos of this trauma and wellbeing informed policy. Vice Principal (DSL) will chair the Gross misconduct disciplinary panels and ensure appropriate support, nurture and action is taken with the student including signposting to the Pastoral Team for support.

3. Classification of Behaviour Which Will Lead to Disciplinary Action Being Taken by the College

3.1. All behaviour that is liable to expose the student to disciplinary action by the College is classified as **poor performance**, **misconduct** or **gross misconduct**.

3.2. **Poor performance** covers persistent absence, unexplained or unsatisfactorily explained absence, lateness, late submission or non-submission of work, not fully engaging in lessons and not meeting 'Be Ready to Learn' expectations.

3.3 **Misconduct** covers any behaviour that is in breach of the student code of conduct. Any behaviours that cannot be addressed through the respect policy. Behaviours that disrupt the learning of the student or other students.

3.3. Isolated instances of **poor performance** and **misconduct** will not automatically trigger the Disciplinary Procedure as lecturers and other members of the College staff will address these isolated instances using the Pastoral Support System with the individual student or students involved, informally, as they occur or as the opportunity to address them occurs, but without recourse to the Disciplinary Procedure.

3.4. When poor performance is repeated despite informal intervention the member of staff who is dealing with the matter should record *on ProMonitor*, using the dropdown Concern Note. The Personal Tutor will then deal with the matter with the student, in the case of full-time students. Concerns regarding, HE students should be sent via *ProMonitor* to the Head of Curriculum and ACM, logged as Concern Note. Concerns regarding apprentices should be sent to both Learning and Skills Coach and Head of Apprenticeships. Concerns regarding Adult students should be sent via *ProMonitor* to the Head of Curriculum and ACM, logged as Concern Note

3.5. The Concern Note (*via ProMonitor*) referred to in 3.4 puts the issue or incident officially on record and the number of *concerns* accumulated by an individual and the issues to which they refer may be taken into consideration at any future disciplinary hearing.

3.6. Once a member of staff receives an e-mail alerting them to a Concern Note about one of their students, they are required to discuss with the student the issue raised or behaviour described in it by the sender. If, considering the circumstances, they conclude that the student has a case to answer, they will agree with the student a course of action, which will be recorded in *ProMonitor* as a follow-up comment. An automatic email is sent to the sender of the original concern enabling direct access to ProMonitor and follow-up comments which inform them that the matter has been dealt with and SMART targets have been agreed.

3.7. Failure by the student to address the poor performance issues outlined in the meeting with the Tutor will result in the moving up the stages of the disciplinary process.

3.8. Gross Misconduct includes:

- Assault or violent behaviour
- Sexual harassment or sexual violence
- Stalking
- Threatening, intimidating, abusive, discriminatory, misogynistic, harassing or violent behaviour, whether physical, verbal, written or online, directed towards another student, member of staff, visitor or any member of the College community.
- Offensive language or hate speech relating to race, religion, ethnic origin, national origin, sex, disability, sexual orientation and gender identity
- Bullying or harassment in any form, either physically, verbally or cyber bullying through messages or images transmitted electronically or through social media. This can include misuse of AI.
- Inappropriate sexual behaviour
- Theft
- Vandalism of College property, equipment or resources.
- Fraud – falsifying information and forging signatures
- Exam or assessment malpractice - cheating in examinations, plagiarising coursework, forging signatures, falsifying information, using AI to complete assignments
- Bringing into College anything that can be used as an offensive weapon
- Drug or substance abuse – dealing, being in possession, coming into College under the influence, smelling of drugs, in possession of drug paraphernalia
- Alcohol abuse – being in possession or under the influence of alcohol
- Refusing to comply with College search procedure
- Breach of College ID policy and procedures
- Dangerous or irresponsible behaviour which causes a major health and safety risk
- Accessing another person's computer network account, hacking of any description or gaining unauthorised access to data in any system or computer, this includes tampering with any students work or try to access their computer whilst they are logged on
- Persistent misconduct or poor performance
- Not following the College complaints procedure to report concerns about the College course. For example, using social media to complain rather than using the official process.
- Creating, capturing, recording, possessing or sharing photographs, screenshots, audio or video recordings of staff or students without permission where this breaches privacy, causes distress, compromises safeguarding or is otherwise inappropriate.
- Behaviour that damages the College's reputation
- Any other unacceptable behaviour

4. Sanctions and the Disciplinary Procedure

4.1 6 Week Review Period

All Students are subject to a 6-week review period to ensure that students have enrolled on the right course, at the right level to achieve their goals and prepare them for work and life in modern Britain. We offer every young person this period to make sure that they have made the right decision. If it is agreed that the student is not on the right course then both the Personal Tutor and Head of Curriculum/ Progress Manager will work in partnership with the relevant departments to do the swap don't drop.

Throughout the 6-week review period the following will be reviewed against the College expectations:

- Attendance to all aspects of their study programme (vocational study, A level's, English and Maths as appropriate)
- Punctuality to all lessons
- Has completed at least 1 assessment or task to a good standard and handed in before the deadline
- Has not received any causes for concern or disciplinary action
- Demonstrates commitment to the programme and is engaged in all aspects of learning, including enrichment and Student voice
- Always brings the required materials to learn. This can be pens and paper, Personal Protective Equipment, Maths equipment etc.

Where a student is not meeting expectations based on the 6-week review period

Where a student is not meeting expectations based on the 6-week review period, a meeting **must** be arranged between the Personal Tutor, Head of Curriculum or Pastoral Manager with the Student and appropriate parents/guardians (any other relevant parties e.g. Learning Support) and logged as an intervention meeting. A clear rationale should be provided as to why they are not meeting expectations and SMART Targets should be provided detailing what they need to do to improve.

Where learning support is involved or the student has an additional need, the learning support team should be consulted prior to the meeting and invited where necessary.

Where a student is unable to make progress towards the expectations with the support put in place, a meeting should take place with the curriculum lead, PM, Vice Principal (DSL) to consider whether or not all support aspects have been considered. If it is deemed that the student has not made sufficient progress then a final meeting should be arranged with the student and Parents Guardians/ Carers to discuss other alternatives either within the College or externally. Students should then be referred to the information and guidance team, the team should be provided with all information regarding the reasons that the student has been referred.

Note where students have been through the disciplinary process in the previous academic year at stages 3 and 4 and the previous behaviour patterns reoccur in the first 6 weeks,

that student will meet with the Vice Principal (DSL) or a Senior Pastoral Manager under a stage 4 meeting.

Students on the 2nd year of a Level 3 programme will move to the disciplinary process not the warning system.

Six-Week Review and Graduated Intervention Process

Following the six-week review, learners who are not meeting the College's expectations for attendance, behaviour, engagement or progress will enter the graduated support process outlined below.

Stage	Lead	Intervention	Recording & Review
Stage 1 – First Warning	Personal Tutor	Meet with the learner to discuss concerns, identify barriers and agree SMART targets. Parent/carer contacted by telephone or invited to a meeting where appropriate. For learners with an EHCP, Care Experienced learners or those receiving significant SEND support, the Personal Tutor must consult with the Pastoral Manager, ALS Link Person, parent/carer and/or social worker before the meeting where appropriate.	Record as At Risk – First Warning on ProMonitor/CPOMS. Review SMART targets within 2 weeks.
Stage 2 – Second Warning	Personal Tutor	Formal meeting with the learner and parent/carer (where appropriate) to review progress, identify any ongoing barriers and agree revised SMART targets and support.	Record as At Risk – Second Warning on ProMonitor/CPOMS. Review SMART targets within 2 weeks.
Stage 3 – Third Warning	Pastoral Manager / Curriculum Lead	Formal meeting with the learner, parent/carer and relevant staff to review progress and determine whether the learner can continue on programme or whether further intervention or an alternative pathway is required.	Record as At Risk – Third Warning on ProMonitor/CPOMS. Review SMART targets within 2 weeks with oversight from the Pastoral Manager and curriculum Lead

Requirements at Every Stage

The following principles apply throughout the graduated intervention process:

- Learners identified as At Risk must be discussed and reviewed at the weekly At Risk Meeting,

with actions recorded and monitored.

- Parents or carers and relevant internal professionals should be invited to meetings where appropriate. Where a learner has an EHCP, receives SEND support or is Care Experienced, the ALS Team and other relevant professionals should be consulted before meetings take place.
- The learner must understand the concerns, the support being provided and the SMART targets they are working towards.
- SMART targets must be specific, measurable and reviewed by the Personal Tutor at least every two weeks.
- All staff working with the learner should be aware of the agreed targets and reinforce them through their daily interactions.
- At each review meeting, staff should reiterate the College's expectations while recognising and celebrating any improvements made.
- Staff should seek to understand the underlying reasons why expectations are not being met, considering wellbeing, safeguarding, SEND, prior educational experiences, course suitability, financial or personal circumstances, and whether referrals to Learning Support, Careers Guidance, Counselling or other services are required.
- All meetings, actions, interventions and SMART targets must be recorded promptly on ProMonitor (and CPOMS where safeguarding or welfare concerns are identified).

Disciplinary Process

The formal disciplinary process applies following the initial six-week induction period, except where an incident constitutes Gross Misconduct, in which case the process may commence immediately at Stage 4.

The College operates a graduated disciplinary process to ensure that concerns are addressed consistently, fairly and proportionately. Whilst the process normally progresses through each stage, the seriousness, frequency or nature of an incident may justify entering the process at a higher stage. In all cases, professional judgement will be exercised, taking account of the individual circumstances, safeguarding considerations, previous history and any known SEND or additional support needs.

The Vice Principal (DSL) has strategic oversight of the disciplinary process and must be involved in all Stage 4 and Gross Misconduct cases to ensure consistency of decision-making across the College. Pastoral Managers should be consulted where there is any uncertainty regarding the appropriate stage of the process.

Personal Tutors play a key role in the early stages of the process, working alongside curriculum staff to support learners to improve their behaviour, attendance and engagement. Where appropriate, English and Mathematics staff and other relevant professionals should also contribute to the intervention.

Before any formal disciplinary meeting, staff must consider whether the learner has an identified Special Educational Need or Disability (SEND), Education, Health and Care Plan (EHCP), care experience, safeguarding concern or other additional need. Reasonable adjustments and appropriate support should be implemented to ensure the learner can participate fully in the process.

The stages of the disciplinary process are:

- Stage 1
- Stage 2
- Stage 3
- Stage 4 – Gross Misconduct

The disciplinary process does not need to begin at Stage 1. Depending on the seriousness of the behaviour, a learner may enter the process at Stages 2 or 3. Incidents of Gross Misconduct will normally commence at Stage 4 and may result in immediate suspension pending investigation.

Learners may be subject to more than one disciplinary process simultaneously where concerns relate to different aspects of College expectations. For example, a learner may be subject to a disciplinary process for poor attendance while separately receiving disciplinary action for unacceptable behaviour. Each matter should be considered independently, with sanctions and interventions remaining proportionate to the nature of the concern. **Suspension**

Suspension is a neutral procedural measure that may be used where it is necessary to safeguard learners, staff or visitors, manage risk or enable a fair and thorough investigation. It does not imply that allegations have been substantiated or that any findings have been made.

A learner may be suspended for one or more of the following reasons:

- To safeguard the learner or others from actual or potential harm.
- To prevent a situation from escalating or to maintain the safety and good order of the College.
- To enable a full and impartial investigation to take place.
- To preserve the integrity of an investigation, including preventing interference with witnesses or evidence.
- To facilitate an urgent meeting with the learner, parent or carer (where appropriate) to agree support or determine the most appropriate next steps.

The decision to suspend a learner may only be authorised by a Vice Principal (DSL) or a Pastoral Manager. Wherever practicable, suspension decisions will be informed by a dynamic risk assessment, with advice sought from the Safeguarding Team where there are known or potential safeguarding concerns.

Where a learner is suspended, the Head of Curriculum will ensure appropriate arrangements are made for them to continue learning independently, where appropriate, during the period of suspension.

Bury College is committed to a trauma-informed and wellbeing-led approach to behaviour management. We recognise that suspension or exclusion can have a significant impact on a learner's wellbeing, engagement and sense of belonging, particularly for those who have experienced trauma, adverse childhood experiences (ACEs), are Care Experienced or have Special Educational Needs and Disabilities (SEND). Wherever possible, the College will seek to understand the underlying reasons for the behaviour, make reasonable adjustments where appropriate, and implement supportive interventions aimed at repairing relationships and promoting positive behavioural change.

Suspension will therefore be used only where it is necessary, reasonable and proportionate, and where alternative strategies have either been unsuccessful or are not appropriate because of the seriousness of the incident or the level of risk presented. In some circumstances, a learner's continued attendance may itself present a safeguarding risk to the learner, other learners, staff or visitors, or may significantly impact the perceived or actual safety of the College community. In these situations, suspension may be necessary while appropriate enquiries, risk assessments and support arrangements are completed.

Failure to Attend a Disciplinary Meeting

Learners are expected to attend all disciplinary meetings. Failure to attend without a satisfactory reason may result in the matter progressing to the next stage of the disciplinary process.

Failure to attend a Stage 4 (Gross Misconduct) hearing may result in the hearing proceeding in the learner's absence, with a decision being made based on the available evidence. This may include a decision to permanently exclude the learner.

Concern Notes (ProMonitor)

A Concern Note is used to address low-level breaches of the College Code of Conduct through early intervention, restorative discussion and clear expectations, before formal disciplinary action is required. When issuing a Concern Note, the member of staff must:

- Discuss the concern with the learner, making it clear why the behaviour is unacceptable and the standards expected.
- Use the Discussion – Expectation – Action approach when recording the Concern Note on ProMonitor, ensuring it is marked 'FAO All Staff'.
- Where appropriate, agree SMART targets and any support or intervention required to help the learner improve.
- Inform the learner that the Concern Note will be shared with their Personal Tutor, who will follow up the concern and monitor progress.

The Concern Note stage is intended to promote reflection, personal responsibility and positive behavioural change. Staff should use restorative questioning to help learners understand the impact of their behaviour and identify how they can make improvements. For example:

- Tell me what happened.
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected and in what way?
- What do you need to do to put things right?
- How can we prevent this happening again?

A learner may normally receive up to three Concern Notes before the matter is escalated to a Stage 1 Disciplinary. However, where the seriousness or frequency of the behaviour warrants, the College may progress directly to any stage of the disciplinary process.

The restorative approach outlined above should be applied throughout the disciplinary process to encourage reflection, repair relationships and support positive, sustained behavioural change.

4.2 Formal Disciplinary Process

The formal disciplinary process is designed to support learners to improve their behaviour while ensuring a consistent, fair and proportionate approach across the College. At each stage, consideration will be given to the seriousness of the behaviour, previous history, safeguarding concerns and any known SEND or additional needs.

Requirements at Every Stage

The following principles apply throughout the disciplinary process:

- Face-to-face meetings are the College's preferred approach for all formal disciplinary meetings. At Stage 1, parent/carer involvement may be by telephone where a face-to-face meeting is not reasonably practicable. Stages 2, 3 and 4 should normally be conducted face-to-face unless exceptional circumstances, such as safeguarding or safety considerations, require an alternative arrangement
- Parents or carers should be informed and invited to meetings for learners aged 16–18 wherever appropriate. Where a learner has no parental support, an advocate should be identified.
- Before every formal meeting, checks must be made for any SEND, EHCP, care experience, safeguarding concerns or other factors requiring reasonable adjustments. The ALS Team must be consulted before meetings involving learners with SEND or an EHCP.
- Learners must be given the opportunity to explain their actions before any decision is reached.

- SMART targets must be agreed where appropriate and reviewed within two weeks.
- All meetings, actions and outcomes must be recorded on ProMonitor (and CPOMS where safeguarding concerns are identified).
- Progress must be monitored through the weekly At Risk Meeting.
- If there is insufficient improvement, or further misconduct occurs, the learner may progress to the next disciplinary stage.
- **Disciplinary Stages**

Stage	Lead	Meeting Requirements	Possible Outcome
Stage 1	Personal Tutor (or nominated team member)	Formal meeting with the learner to discuss concerns, identify barriers and agree SMART targets. Parents or carers should be informed of the meeting and outcome. A face-to-face meeting with parents or carers is the preferred approach; however, where this is not practicable, contact may be made by telephone.	Stage 1 Warning, support plan and SMART targets.
Stage 2	Head of Curriculum (or nominee)	A formal face-to-face meeting with the learner and parent/carer (or advocate where appropriate) to review progress, identify ongoing barriers and reinforce expectations.	Stage 2 Warning with revised SMART targets and additional intervention.
Stage 3	Pastoral Manager, Head of Curriculum and Personal Tutor	A formal face-to-face meeting with the learner and parent/carer (or advocate where appropriate) where previous interventions have not resulted in sufficient improvement. Alternative support, including a personalised programme where appropriate, may be considered.	Stage 3 Warning, personalised support plan or referral to Stage 4.
Stage 4 / Gross Misconduct	Chaired by the Vice Principal(D SL), Senior Pastoral Manager	A formal disciplinary hearing with the learner and parent/carer (or advocate where appropriate). Meetings will normally take place face-to-face , although they may be held virtually where this is necessary for safeguarding, safety or other	No further action, Final Written Warning, personalised programme, temporary exclusion or

	or Pastoral Manager (as determined by the Vice Principal(D SL))	exceptional circumstances. The hearing may proceed in the learner's absence where appropriate.	permanent exclusion.
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Stage 4 – Gross Misconduct

The Vice Principal (DSL) will determine who will chair the hearing based on the seriousness and complexity of the case. The hearing may be chaired by the Vice Principal (DSL) or a Senior Pastoral Manager/ Pastoral Manager alongside an appropriate curriculum lead.

Where necessary, meetings may be held virtually or proceed in the learner's absence. If parents or carers are unable to attend or have been excluded due to concerns about safety or conduct, the College will identify an appropriate advocate to support the learner.

Where appropriate, learners may be offered a final opportunity to complete their studies through the **Personalised Learning Centre (PLC)**. This remains entirely at the discretion of the Chair of the disciplinary hearing.

Available Outcomes

The Chair of the disciplinary meeting may determine one or more of the following outcomes:

- No further action.
- SMART targets and monitoring.
- Referral to another stage of the disciplinary process.
- Personalised timetable or programme.
- Final Written Warning.
- Temporary exclusion.
- Permanent exclusion.
- Permanent exclusion on safeguarding grounds where, following consideration of safeguarding information, risk assessment and available evidence, it is determined that the learner presents an unacceptable risk to themselves, other learners, staff or the wider College community, or where their continued attendance would cause others to feel unsafe.

Further Information on Stage 4 Outcomes, Gross Misconduct and Exclusion

Where a student is not attending and the College has been unable to make contact despite all reasonable attempts, a Stage 4 meeting may not be necessary before considering withdrawal. Before a student is withdrawn due to non-attendance, the Head of Curriculum, Pastoral Manager and Vice Principal (DSL) must be satisfied that every reasonable attempt has been made to engage the student and establish that there are no outstanding safeguarding concerns.

For students under the age of 18, or adults at risk, the following must be evidenced:

- Attempts to contact the student and their parent or carer.
- Where no contact has been established for one week, a home visit should be considered where proportionate and safe to do so, following an individual risk assessment.
- Any necessary referrals to external agencies have been made where safeguarding concerns

have been identified.

Where face-to-face meetings are not possible, Stage 4 meetings and Disciplinary Hearings may take place by telephone or online.

Where a student fails to attend a Stage 4 meeting without good reason, they will be offered one further opportunity to attend. If they fail to attend the rearranged meeting without good reason, the College may proceed in their absence and, where appropriate, withdraw the student from their programme, provided that all reasonable attempts to engage the student have been made and there are no outstanding safeguarding concerns or exceptional circumstances that would make withdrawal inappropriate. The outcome will be confirmed in writing. Where a student fails to attend a Disciplinary Hearing without good reason, the hearing may proceed in their absence, and any decision will be confirmed in writing.

All decisions to temporarily or permanently exclude a student following a Disciplinary Hearing are made by the Vice Principal (DSL). Before a decision to permanently exclude is confirmed, the case will be reviewed with the Safeguarding Team to ensure that all relevant safeguarding information, reasonable adjustments, support provided, mitigating circumstances and alternative options have been fully considered. The Vice Principal (DSL) retains responsibility for making the final decision.

Examples of when a Stage 4 Review is appropriate

- A student has received appropriate support and has progressed through the staged behaviour process but continues to fail to meet the College's expectations.
- A student continues to demonstrate persistent disruptive behaviour despite interventions, support and reasonable adjustments having been considered.
- A student's attendance and engagement remain below expectations despite sustained intervention and support.
- A student's circumstances or wellbeing are preventing meaningful engagement with their programme and alternative support or progression options need to be considered.

Examples of when a Disciplinary Hearing for Gross Misconduct is appropriate

- Violence or threatened violence towards another person.
- Possession or use of a weapon or prohibited item.
- Serious bullying, harassment, discrimination or hate-related behaviour, including misogynistic, racist, homophobic, transphobic or other discriminatory conduct.
- Serious safeguarding incidents, including sexual violence, sexual harassment or other behaviour placing others at risk.
- Serious criminal activity, illegal drug-related offences, significant malicious damage or theft.
- Any other behaviour that fundamentally breaches the Student Behaviour Policy or presents an unacceptable risk to the safety or wellbeing of others.

Examples of when withdrawal without a Stage 4 Review may be appropriate

- A student has not attended any timetabled sessions for a sustained period and all reasonable attempts to contact and safeguard them have been exhausted.
- A student requests to withdraw from their programme. For learners under the age of 18, the parent or carer will be informed and any required notifications to external agencies will be completed.

4.3 At Risk Monitoring

Learners subject to disciplinary in the previous year may be placed on the at risk spreadsheet to monitor and review support as necessary at the start of the academic year.. Progress against agreed targets will be reviewed through the weekly At Risk Meeting until sustained improvement has been demonstrated.

Where a Stage 4/ Gross Misconduct disciplinary hearing is chaired by a Senior Pastoral Manager/ Pastoral Manager, they are authorised to determine all available disciplinary outcomes **other than** permanent exclusion. Where, following the hearing, the Pastoral Manager believes that temporary suspension or permanent exclusion may be the appropriate outcome, they will submit their recommendation, together with the supporting evidence, to the **Vice Principal (DSL)**, who retains the authority to make the final decision. This will be reviewed in the vulnerable student meeting and an outcome agreed by the Safeguarding Team.

Overview of the Behaviour and Disciplinary Process

Stage	Lead	Purpose
6-Week Review / At Risk Process	Personal Tutor, Head of Curriculum and Pastoral Manager	Early identification and intervention to support learners experiencing concerns with attendance, behaviour, engagement or progress through a graduated warning and support process.
Stage 1	Personal Tutor	Formal disciplinary intervention for low-level or repeated concerns where informal support has not secured improvement.
Stage 2	Head of Curriculum	Formal disciplinary intervention where concerns continue or more serious misconduct has occurred.
Stage 3	Pastoral Manager	Senior intervention where previous strategies have not secured improvement or misconduct is persistent.
Stage 4 / Gross Misconduct	Vice Principal (DSL) (or nominated Chair)	Formal disciplinary hearing for Gross Misconduct or where previous interventions have failed to achieve sustained improvement. Outcomes may include a Final Written Warning, personalised programme, temporary suspension or permanent exclusion.

Where a student under the age of 18 is not meeting College expectations, a meeting will be arranged with the student and their parent or carer. The meeting will normally be led by the Tutor, Head of Curriculum, Pastoral Manager or Vice Principal (DSL) to discuss the concerns, agree appropriate support and set clear expectations. Where an apprentice is subject to disciplinary action, the employer will also be informed by the Apprenticeship Manager.

Where a student is alleged to have committed an act of gross misconduct, they will normally be suspended immediately while the matter is investigated by a Pastoral Manager. If the investigation concludes that there is a case to answer, a Disciplinary Hearing will be convened. Parents or carers of students under the age of 18 will be kept informed throughout the process.

The Disciplinary Hearing will normally be convened and chaired by the Vice Principal (DSL) or, in their absence, another member of the Leadership Team. In exceptional circumstances, another member of the Leadership Team may chair the hearing. To ensure consistency and fairness in

the application of this policy, they will consult with the Vice Principal (DSL) before confirming the outcome. The student's Pastoral Manager will attend the hearing.

Students have the right to be accompanied at a Disciplinary Hearing by a representative. For students under the age of 19, this would normally be a parent or carer. Students with severe learning difficulties or those considered vulnerable adults would normally be accompanied by a parent or carer up to the age of 25. Where this is not possible, the College will arrange an appropriate advocate. Apprentices may also be accompanied by their employer. Where required, a SEND specialist and/or Pastoral Manager will attend to ensure the student is able to participate fully in the process.

The Disciplinary Hearing will provide the student with the opportunity to present their account of events. The panel will consider all relevant evidence, including witness statements, College records (such as ProMonitor, attendance, behaviour and academic progress), CCTV footage, computer records and any other relevant information, in accordance with applicable legislation. The student's overall commitment, progress and progression towards their career aims may also be considered where relevant.

If a student fails to attend the hearing without good reason or cannot be contacted, the hearing may proceed in their absence and a decision will be made based on the available evidence.

Following consideration of all the evidence, the Vice Principal (DSL), or the designated Chair acting on their behalf, will determine the appropriate outcome, which may include a temporary exclusion, permanent exclusion or another appropriate sanction.

Where a temporary exclusion is issued, the student will be informed of the earliest date they may apply to return to College together with any conditions that must be met before returning, which may include successful completion of an agreed intervention or personal development programme.

There is no right of appeal against a Final Written Warning. A Final Written Warning confirms that any further breach of the College's policies, procedures or expected standards of behaviour may result in further disciplinary action, including temporary or permanent exclusion.

5 Appeals Procedure for Exclusions

- 5.1.** A student may appeal against a decision to temporarily or permanently exclude them only where there is evidence that the College has not followed the Student Behaviour Policy or another relevant College policy. An appeal cannot be made solely because the student disagrees with the outcome of the Disciplinary Hearing.
- 5.2.** Any appeal must be submitted in writing to the Principal within one calendar week of the outcome being communicated, via appeals@burycollege.ac.uk. The appeal must clearly state the grounds for appeal and identify the policy or procedure that the student believes was not followed. Appeals that do not demonstrate valid grounds will not be considered.
- 5.3.** The Principal will consider the appeal and any supporting evidence and will respond in writing within two calendar weeks of receiving the appeal. The Principal's decision is final, and there is no further right of appeal.

6 Power to Discipline

- 6.1.** All members of staff have a responsibility to challenge inappropriate behaviour and take reasonable steps to prevent or stop it, in accordance with this policy and the College's Safeguarding Young People and Vulnerable Adults Policy and Procedures.
- 6.2.** Staff must report all serious incidents and suspected gross misconduct to a Pastoral Manager or member of the Pastoral Team as soon as possible and record the incident on ProMonitor.
- 6.3.** As part of effective classroom management and following the College's Respect Policy, a tutor may require a student to leave a teaching session where their behaviour continues to be

disruptive despite appropriate intervention. This should only be used as a last resort. Where a student is unable to participate because they do not have the required PPE, clothing or equipment, staff should explore all reasonable alternatives before removing them from the session and provide appropriate alternative learning. All such incidents must be recorded on ProMonitor and brought to the attention of the Personal Tutor and Pastoral Manager.

- 6.4.** Only members of the Pastoral Team, Pastoral Managers, Vice Principal (DSL) and members of the Senior Leadership Team may authorise the temporary suspension of a student. Only the Vice Principal (DSL) has the authority to permanently exclude a student for gross misconduct.
- 6.5.** Students arriving late to a lesson should be admitted to the class. Staff should minimise disruption, accurately record the late mark (L) and the number of minutes late on the register, and avoid challenging the student in front of others. Refusal of entry to a lesson must not be used as a disciplinary sanction.
- 6.6.** In accordance with the Further and Higher Education Act 1992 (as amended by the Violent Crime Reduction Act 2006), the College may search a student where there are reasonable grounds to believe they are in possession of an offensive weapon, prohibited substances or stolen property. Any concerns must be reported immediately to Security or a Pastoral Manager, who will determine whether a search is justified and ensure it is conducted in accordance with the College's Search Procedure. Refusal to cooperate with a lawful search will be treated as gross misconduct. Searches will be conducted in the presence of a second member of staff, will be limited to what is necessary (for example, asking the student to empty their pockets and remove outer clothing and shoes), and will involve the minimum physical contact required. Where Security staff are present, body-worn cameras will be activated.

7. Monitoring of Behaviour

7.1. Behaviour issues are summarised and the numbers of students attending Disciplinary Hearings is reported to the Leadership Team and governors 3 times per year in report

8. Arrangements for Out of College Activities

8.1. Students taking part in out of College activities, including travel on College coaches, are still bound by their Student Contract whilst out of College but are also required to adhere to any instructions given to them and any ground rules agreed at the pre-activity briefing.

8.2. If a student's behaviour is deemed to be in breach of their Student Contract or the instructions given and ground rules agreed for the activity, the activity leader has the authority to impose an appropriate sanction.

8.3. In the case of behavioural incidents on residential trips, the sanction of sending a student home should be applied only after contact has been made with the Vice Principal (DSL) and their authorisation given.

8.4. Incidents occurring on trips are dealt with following the Disciplinary Procedure outlined in 4.

9. Pastoral System Procedure for Pre-16 Student Behavioural Issues in College

9.1. For 14-16 students the Personalised Learning Coordinator takes on the role of Personal Tutor and works with the Pastoral Manager and the Vice Principal (DSL) to implement all elements of the Behaviour Policy.

9.2. Where behaviour requirements are not being met the Pre-16 Coordinator will inform the school or centre and, if necessary, the parent or carer.

10. Pastoral System Procedure for HE behavioural issues in College

HE students are subject to the same sanctions and disciplinary procedures that apply to 16–18 year-old students.

11. Pastoral System Procedure for Apprentice behavioural Issues

For apprentices the Learning and Skills Coach takes on the role of Personal Tutor and the Head of Apprenticeship's works with the Pastoral Manager and Vice Principal (DSL) to implement all elements of the Behaviour Policy.

12. Related Documents

College Policies and Procedures

- Student Contract
- Student Acceptable Use of IT (Computer Users' Agreement)
- Health and Safety Policy
- Safeguarding and Prevent Policy and Procedures
- Visible ID (ID) Policy and Procedure
- Respect Policy
- Fitness to Study Policy
- Fitness to Practise Policy
- Equality, Diversity and Inclusion Policy
- SEND / Additional Learning Support (ALS) Policy
- Attendance Policy
- Be Ready To Learn
- Complaints Policy
- Prevent Duty Policy

Legislation and Statutory Guidance

- Education Act 1996
- Further and Higher Education Act 1992 (including powers of search under Section 85B, as amended)
- Violent Crime Reduction Act 2006
- Equality and Human Rights Commission Technical Guidance
- Health and Safety at Work etc. Act 1974
- Human Rights Act 1998
- Data Protection Act 2018 and UK GDPR
- Counter-Terrorism and Security Act 2015 (Prevent Duty)
- Keeping Children Safe in Education (KCSIE) 2026
- Working Together to Safeguard Children (latest edition)
- Searching, Screening and Confiscation: Advice for Schools (Department for Education) – where relevant to FE providers
- Prevent Duty Guidance: England and Wales (latest edition)
- Children's Wellbeing and Schools Act 2026
- Preventing and Tackling the Bullying and Harassment of School Staff (2026)

National Standards and Good Practice

- DfE Filtering and Monitoring Standards
- Protective Security and Preparedness Guidance (Home Office)
- National Cyber Security Centre (NCSC) Cyber Security Guidance
- Martyn's Law (Terrorism (Protection of Premises) Act 2025)

Appendix 1 Bullying and Harassment policy & procedures

1. Introduction

Zero Tolerance to Bullying, Harassment and Discriminatory Behaviour

Bury College is committed to providing a safe, respectful, inclusive and welcoming learning environment where every learner can participate fully and achieve their potential. The College operates a zero-tolerance approach to all forms of bullying, harassment, discrimination, victimisation and abusive behaviour.

This includes, but is not limited to:

- Bullying, including cyberbullying.
- Sexual harassment, sexual violence and harmful sexual behaviours.
- Misogyny, sexism and gender-based harassment.
- Racism, antisemitism, Islamophobia and all forms of hate-related behaviour.
- Homophobic, biphobic and transphobic bullying or harassment.
- Discrimination or harassment relating to disability, race, religion or belief, sex, sexual orientation, gender reassignment, age, pregnancy or maternity, marriage or civil partnership, or any other protected characteristic.
- Online abuse, image-based abuse, coercive or controlling behaviour, intimidation and threatening behaviour.
- Behaviour that promotes prejudice, extremism, radicalisation or intolerance.

The College recognises that all incidents, regardless of perceived severity, have the potential to impact a learner's safety, wellbeing and ability to learn. Every concern will therefore be taken seriously, investigated appropriately and responded to promptly, proportionately and fairly.

In line with Keeping Children Safe in Education (2026), the College understands that sexual harassment, sexual violence and harmful sexual behaviour are never acceptable, should never be dismissed as "banter", "part of growing up", or simply the way young people interact, and must never be tolerated or minimised. We are committed to creating a culture where inappropriate behaviour is challenged, concerns are reported confidently, victims are supported and perpetrators are held accountable.

Our primary aim is to ensure that every learner feels safe, respected and able to learn free from fear of discrimination, bullying or harassment. Safeguarding is everyone's responsibility, and creating a culture of respect underpins every aspect of College life.

Alongside protecting those affected by unacceptable behaviour, the College is equally committed to educating learners and promoting positive behavioural change. Through restorative practice, pastoral intervention, education, targeted support, safeguarding processes and proportionate disciplinary action, we seek to challenge harmful attitudes, develop empathy, improve understanding and enable learners to make lasting positive changes to their behaviour.

Where behaviour presents a safeguarding concern or places others at risk, the College will take appropriate action to protect learners and staff. This may include risk assessments, behavioural contracts, targeted interventions, disciplinary procedures or exclusion where necessary. The safety and wellbeing of victims and the wider College community will always remain paramount.

The College recognises that behaviour is often a form of communication. In accordance with the SEND Code of Practice, reasonable adjustments will be considered for learners with special educational needs and/or disabilities where appropriate. Staff will seek to understand whether a learner's behaviour is influenced by an identified or emerging additional need and will work collaboratively with pastoral teams, SEND staff, parents or carers (where appropriate) and external agencies to provide suitable support.

However, the College is clear that having SEND or additional needs does not excuse behaviour that causes harm, discrimination or places others at risk. Every learner is expected to demonstrate respect for others and comply with the College Behaviour and Pastoral Policy. Where reasonable adjustments are required, these will support learners to meet these expectations rather than reduce the expectation that all members of the College community behave safely and respectfully.

Through high expectations, early intervention, education and consistent application of this policy, Bury College seeks not only to respond effectively to unacceptable behaviour but to develop responsible, respectful and inclusive citizens who understand the impact of their actions and contribute positively to College life and society.

2. Scope

This policy applies to all students whilst on College premises or whilst undertaking any activities off College premises which are approved by the College. Instances of Cyber Bullying may be perpetrated off College premises and are included in the scope of this policy. Regardless of whether an incident occurs on or offsite the College will support the students and support in referral to the appropriate organisations.

Protecting Staff from Bullying and Harassment

Bury College is committed to ensuring that all staff can carry out their work in an environment that is safe, respectful and free from bullying, harassment, intimidation, abuse and violence.

The College will not tolerate behaviour by students, parents, carers, visitors or other members of the College community that causes a member of staff to feel threatened, intimidated, humiliated or unsafe. This includes behaviour that takes place in person, online, by telephone, by email, through social media or during off-site activities.

All allegations of bullying, harassment, discrimination, abuse or violence towards staff will be taken seriously, investigated promptly and responded to proportionately. Where appropriate, incidents will be managed through the Student Behaviour and Pastoral Policy, safeguarding procedures, risk assessment processes and, where necessary, reported to external agencies including the Police.

The College recognises that staff have the right to work in an environment where they are treated with dignity and respect. Behaviour that targets staff may result in disciplinary action, including temporary or permanent exclusion where the behaviour is sufficiently serious.

3. Definitions of Harassment and Bullying (including sexual harassment)

Harassment may be defined as any conduct that is unwanted by the recipient, or any conduct which affects the dignity of any individual, or group of individuals. It is important to consider that language, imagery or forms of behaviour which may not affect some may offend others. The transmission of language or imagery may be made in person or by text, computer image, in writing, through graffiti. Behaviour which is harassing to an individual or group may also be reported by a third party who has no connection to the bully or harasser.

Harassment may be repetitive, or an isolated occurrence against one or more individuals. All students and staff should be made aware of this policy.

Harassment could be:

Physical

- Unwanted contact (e.g. unnecessary touching), assault or gestures, intimidation, aggressive behaviour, standing too close, physical threats

Verbal

- Unwelcome remarks, suggestions and propositions, malicious gossip, jokes and banter which are based on a person's sex or race or which refer to a person's age, disability, sexuality, religion or personal appearance. The verbal comments may be communicated face to face, through social networking websites or by telephone.

Non-verbal

- Offensive literature or pictures, video clips, graffiti and computer imagery, isolation or non-cooperation and exclusion from social activities.

Online Bullying, Online Abuse and Emerging Technologies

Bury College recognises that bullying, harassment and abusive behaviour can occur both in person and online. In accordance with **Keeping Children Safe in Education (KCSIE 2026)**, the College adopts a zero-tolerance approach to all forms of online abuse and will respond to concerns in the same way as incidents that occur on campus where they have an impact on the safety, wellbeing or education of members of the College community.

Online bullying and abuse may include, but is not limited to:

- Cyberbullying through social media platforms, messaging applications, gaming platforms or online forums.
- Sending abusive, threatening, intimidating or hateful messages.
- Repeated unwanted contact, online harassment or cyberstalking.
- Sharing rumours, malicious comments or false information online.
- Deliberately excluding individuals from online groups or digital communities.
- Posting, sharing or forwarding embarrassing, offensive or private images, videos or personal information without consent.
- Image-based abuse, including the sharing or threatening to share intimate images.
- Recording or distributing images or videos of individuals without permission where this causes harm or distress.
- Impersonating another person online or creating fake social media accounts.
- Creating, sharing or distributing digitally altered or AI-generated images, videos or audio (including deepfakes) intended to embarrass, humiliate, threaten, exploit or harass another individual.
- Using artificial intelligence (AI) tools to generate abusive messages, fake conversations, manipulated evidence or misleading content designed to intimidate, bully, discriminate against or damage another person's reputation.
- The non-consensual creation or sharing of AI-generated sexually explicit or intimate images.
- Online sexual harassment, including unwanted sexual comments, requests, messages or the sharing of sexual content.
- Hate-related content, including racist, sexist, misogynistic, homophobic, biphobic, transphobic, ableist or other discriminatory abuse.
- Encouraging others to participate in online abuse or coordinated harassment.

The College recognises that advances in artificial intelligence have created new opportunities for online harm. The misuse of AI to generate or manipulate content that targets, humiliates, exploits or deceives others will be treated as a serious breach of this policy and may constitute a safeguarding concern.

All reports of online bullying or abuse will be taken seriously and investigated appropriately. Where behaviour may constitute criminal activity, involve safeguarding concerns or present a risk of significant harm, the College will work with parents or carers (where appropriate), the police, children's social care and other relevant agencies to protect those affected and ensure appropriate action is taken.

Harassment is unacceptable in any form. It may be directed towards an individual because of a protected characteristic under the Equality Act 2010 or because of another personal characteristic or perceived difference. The responsibility for harassment always lies with the person engaging in the behaviour, never with the person experiencing it.

Harassment may relate to, but is not limited to:

- Race, ethnicity, nationality or colour.
- Sex, gender identity, gender reassignment or sexual orientation.
- Religion or belief (or lack of belief).
- Disability, including physical, sensory, learning or neurodivergent disabilities.
- Age.
- Pregnancy or maternity.
- Marriage or civil partnership.
- Medical conditions, including physical or mental health conditions.
- Physical appearance or personal characteristics.
- Socio-economic background or family circumstances.
- Membership or non-membership of a trade union, social group or other organisation.
- Caring responsibilities.
- Previous criminal convictions where protected by law.
- Any other actual or perceived difference.

This list is not exhaustive. Harassment, bullying and victimisation can take many forms and may be a one-off incident or a pattern of behaviour. The effect of the behaviour on the individual, together with the circumstances in which it occurred, will be considered when determining whether the behaviour is unacceptable.

Bullying is unwanted behaviour by an individual or group that is intended to, or has the effect of, intimidating, degrading, humiliating or harming another person. It may be verbal, non-verbal, physical, psychological, online or through social media. Bullying and harassment will not be tolerated and will be dealt with under this policy.

Examples of Bullying Behaviour

Examples of bullying behaviour include, but are not limited to:

- Repeatedly undermining, ridiculing or deliberately embarrassing another person.
- Shouting at, intimidating or using sarcasm or humiliation to belittle another person.
- Making derogatory, offensive or demeaning comments about a person's appearance, ability, work, identity or personal circumstances.
- Deliberately excluding, isolating or victimising an individual or encouraging others to do so.
- Physical intimidation, aggressive behaviour or unwanted physical contact.
- Threatening, coercive or intimidating behaviour intended to cause fear or distress.
- Bullying, harassment or abuse related to a protected characteristic, including race, ethnicity, nationality, religion or belief, sex, sexual orientation, gender reassignment, disability or age.
- Online or cyberbullying, including the use of social media, email, messaging services or other digital

technologies to send or share abusive, threatening, intimidating, degrading or inappropriate messages, images or content.

- Spreading malicious rumours, gossip or false information about another person.
- Deliberately damaging another person's property or interfering with their belongings.
- Encouraging, recording or sharing bullying behaviour, including filming incidents or distributing images or videos without consent.

Child on Child Abuse

All Bury College staff are aware safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but not limited to:

- Bullying (including cyber bullying, prejudice based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse such as hitting, kicking, biting, hair pulling or otherwise causing physical harm (this may include an online element which facilitates, threatens or encourages physical abuse)
- Sexual Violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual Harassment, such as sexual comments, remarks, jokes and online sexual harassment, which made be stand alone or part of a wider pattern of abuse
- Causing some to engage in sexual activity without consent such as forcing someone to strip, touch themselves sexual or engage in sexual activity with a third party
- Consensual and non-consensual creation, possession or sharing of self-generated intimate images and/or videos, including AI-generated or digitally manipulated images (deepfakes).
- Upskirting, which involves taking an image under a person's clothing without their permission, with the intention of viewing their genitals or buttocks for sexual gratification or to cause the victim humiliation, distress or alarm.
- Initiating/hazing type violence and rituals, this can include activities involving harassment, abuse or humiliation used as a way of initiating somebody into a group.

Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing particularly towards girls. Behaviours by young people should never be passed off as 'banter' or 'part of growing up'. The DFE states 'child on child abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. sexual violence and sexual harassment;

Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before acting. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Concerns should be referred to the Designated Safeguarding Lead. Victims of child on child harm will be supported by the safeguarding team and referred to specialist agencies if appropriate. Bury College has an anti-bullying and positive behaviour policy, along with a Student Code of conduct.

Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of

children. It is acknowledged that this can also occur between students of all ages. All victims would be supported by the College regardless of age or type of provision and a Zero tolerance approach applies to this. The approach to supporting adult learners would remain the same.

Children/young people who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;

- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them; and
- Upskirting which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitalia or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm

It is important that College staff are aware of sexual violence and the fact young people can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

- Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.
- What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual Harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of young person on Bury College Student Behaviour, Pastoral Policy & Procedures v7 2026-27

young person sexual harassment. Sexual harassment is likely to: violate a young person's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual "jokes" or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and Colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - Non-consensual sharing of sexual images and videos;
 - Sexualised online bullying;
 - Unwanted sexual comments and messages, including, on social media;
 - Sexual exploitation; coercion and threats; and
 - Upskirting.

Response to a report of Sexual Violence or Sexual Harassment

The initial response to a report from any student is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Staff must challenge any form of derogatory and sexualised language or behaviour. Staff should be vigilant to sexualised/aggressive touching/grabbing particularly towards girls. Behaviours by young people should never be passed off as 'banter' or 'part of growing up'.

Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before acting. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. Concerns should be referred to the Designated Safeguarding Lead. Victims of child-on-child harm will be supported by the safeguarding team and referred to specialist agencies if appropriate. When responding to incidents of sexual violence, sexual harassment or other serious safeguarding concerns, the College's priority will always be the safety, welfare and educational experience of the victim. Any arrangements put in place will ensure that the victim is supported and, wherever possible, is not disadvantaged by the actions taken following a report.

If staff have a concern about a young person or a young person makes a report to them, they should follow the safeguarding referral process. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy). College behaviour and disciplinary policy will support any sanctions. The Sexual Violence and Harassment Policy provides further details on how incidents are dealt with.

Children/young people\ adults who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them; and
- Upskirting which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitalia or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm

4. Effects of Bullying and Harassment

Bullying and harassment are not only unacceptable on moral grounds but may, if unchecked; create problems for students and the College as a whole. This can include poor morale and student relations; loss of respect for staff and students; poor performance; increased absenteeism due to sickness and unauthorised absence, and ultimately could impact on the student’s success. It is in the interest of all students that the College takes some form of action if an incident of bullying or harassment is reported.

Signs and Symptoms of Bullying

- Being frightened of walking to or from the College
- Change in usual routine
- Becoming anxious or withdrawn
- Attempted or threatened suicide
- Crying
- Nightmares
- Feeling ill
- Truanting
- Doing poorly at College
- Coming home with clothes or books torn
- Possessions “go missing”
- Asking for, or stealing money
- Unexplained cuts or bruises
- Coming home hungry (money/lunch has been stolen)
- Becoming aggressive and unreasonable
- Lacking in confidence

- Bullying other students or siblings
-

5. Responsibility of College Staff

Every member of staff has a responsibility to:

- 5.1. Ensure students are treated with dignity and respect. Any act of harassment, discrimination, victimisation or bullying is a ground for disciplinary proceedings, which may lead to the student being excluded, temporarily or permanently.
- 5.2. Ensure their own conduct does not cause offence or misunderstanding.
- 5.3. Report bullying, they have witnessed, been informed of or suspect to the relevant Personal Tutors – i.e. to the Personal Tutor of the bully and the victim, if they have different Personal Tutors.

In addition,

- 5.4. Tutors have particular responsibilities to give personal support to their students through any investigations into allegations of bullying and or harassment.
- 5.5. Directors of Curriculum and HOC' and ACD's have a responsibility to ensure that the delivery of the curriculum does not contravene the requirements or spirit of this policy. Teachers must ensure that they deliver all mandatory aspects of curriculum to students including, Induction, Tutorial, reminders and ensure the implementation of the policies and procedures within these components.

6. Student Responsibilities

- 6.1. To treat all students, staff and members of the public with dignity and respect. To ensure their own conduct does not cause offence or misunderstanding. Bury College is obliged to take all reasonable steps to prevent harassment of staff in the course of their employment, including by students. The law expects this of employers.
- 6.2. To co-operate with the College in any investigations into allegations of bullying and/or harassment. If accusing another person of bullying or harassment, or if accused of these, this co-operation includes keeping the complaint confidential and not contacting the other party or their witnesses until the College investigation is completed.
- 6.3. To report to College staff any incidences of harassment or bullying that they are aware of or subjected to.
- 6.4. To use computer and other digital technology provided by the College for the purposes outlined in the *Computer User Contract*.
- 6.5. To be aware that the use of College computers by all users is monitored and recorded and that it is the responsibility of users to comply with the *Computer User Contract*.

- 6.6. To take all reasonable steps to prevent and stop cyber-bullying – for example, to password protect email accounts and not to give out passwords to others; to block social networking accounts to others who may use them inappropriately; to refrain from entering into inappropriate communications – text message exchanges, telephone conversations, etc.

7. Reporting an Incident of Bullying or Harassment

Students who feel they are being bullied or harassed should deal with this through informal and formal procedures

Informal Procedures

- Students may seek help, advice and support from any member of staff, Pastoral Managers or the Safeguarding Team. At this stage the help and advice given can be confidential by agreement with the Student.
- Tell the perpetrator to stop whatever it is they are doing on the basis that their action is causing distress. Where a student finds it difficult to tell the person themselves, they should use the Personal Tutor as an intermediary.
- If a student feels they are a victim of bullying or harassment they should keep a written record of all the relevant incidents, including times, dates and, if appropriate, the names of any witnesses to the incident(s) and any other information or evidence such as text messages, screen shots of comments on social networking sites etc.

Formal Procedures

- 7.1. In the first instance a student should speak to their Personal Tutor for support and resolution of the issue.
- 7.2. **In all cases**, the Personal Tutor should report the allegations to their Pastoral Manager. The Pastoral Manager will work with the Safeguarding and Prevent Manager using the appropriate safeguarding processes to commence fact find the allegations **within twenty-four hours** with a view to resolving the issue as quickly as practicable in the circumstances.

- 7.3. Upon receiving a report of bullying or harassment, the Pastoral Manager will undertake an initial risk assessment to determine the immediate actions required to safeguard all those involved. This may include the temporary suspension or removal from learning of one or more learners while the matter is investigated, where this is considered necessary to protect the safety and wellbeing of those involved. Where appropriate, parents or carers will be informed, and all parties may be instructed to cease direct or indirect communication and contact with one another until the investigation has been concluded.
- 7.4. Where the Pastoral Manager determines that an educational or restorative intervention is the most appropriate initial response, this will be implemented with the aim of addressing the behaviour, promoting reflection and achieving sustained behavioural change. The effectiveness of the intervention will be closely monitored.
- 7.5. Where bullying or harassment continues, is repeated, escalates, or is sufficiently serious, the matter will be referred to the College Disciplinary Procedure. Depending on the nature and severity of the incident, bullying, harassment, sexual harassment, discriminatory behaviour or hate-related incidents may be considered **Gross Misconduct**. In such cases, the College's disciplinary procedures will be invoked and may result in outcomes ranging from formal disciplinary sanctions to temporary suspension or permanent exclusion from the College.
- 7.6. Where a case of bullying is reported to the Personal Tutor by a third party – e.g. Subject Teacher, ESW, other students, the Personal Tutor will report this through the safeguarding processes.

8. Investigating an allegation of bullying or harassment

8.1. Upon receiving a report of bullying or harassment, the Pastoral Manager will undertake an initial risk assessment and fact-finding process to determine the immediate safeguarding actions required and establish the nature of the concern.

8.2. Wherever possible, the complainant, the learner against whom the allegation has been made and any witnesses will be asked to provide a written account of the incident(s). Statements should normally be submitted by email and should include, where known, the date, time, location, those involved and a factual account of what occurred. Additional information or clarification may be requested as part of the investigation.

8.3. Where available and appropriate, evidence such as CCTV footage, electronic communications, social media content or other digital evidence may be considered as part of the investigation. The use of CCTV footage will comply with the Bury College CCTV Code of Practice and relevant data protection legislation.

8.4. Following the initial risk assessment, the College may require one or more learners involved in the investigation to have no direct or indirect contact with each other, including through social media or other digital platforms. Where necessary to safeguard those involved or maintain the integrity of the investigation, the College may temporarily suspend a learner or require them not to attend College while enquiries are ongoing. This is a neutral procedural measure to manage risk and does not imply that any findings have been made.

8.5. Learners who are the subject of an allegation will be given the opportunity to respond to the concerns raised and may be accompanied at formal meetings by a parent, carer, social worker, advocate or an appropriate member of College staff. Legal representatives will not normally attend meetings held under the College's pastoral or disciplinary procedures.

APPENDIX 2 Restrictive Interventions, including the use of reasonable force

Objectives

The purpose of this guidance is to ensure the safety and wellbeing of learners, staff and visitors while promoting a positive learning environment. The College recognises that, in exceptional circumstances, restrictive intervention or reasonable force may be necessary to prevent harm or maintain safety.

This guidance provides staff with a clear framework for making lawful, proportionate and defensible decisions when responding to high-risk situations. It supports the College's commitment to safeguarding, inclusive practice, positive behaviour support and the consistent application of the Staff Code of Conduct, ensuring that restrictive intervention is only ever used when absolutely necessary and is followed by appropriate recording, review and learning.

Use of Restrictive Intervention and Reasonable Force

Bury College is committed to maintaining a safe, calm and respectful environment where behaviour is managed through positive relationships, effective communication, restorative approaches and early intervention. Restrictive intervention or the use of reasonable force will only ever be used as a **last resort** when all appropriate de-escalation strategies have been attempted or are judged to be inappropriate because of the immediate level of risk.

Any use of restrictive intervention must be **reasonable, necessary and proportionate** to the circumstances and only for the minimum time required to reduce or remove the risk of harm. The purpose of any intervention is to prevent injury or serious harm and to restore safety, never to punish, discipline, secure compliance or inflict pain.

The safety and wellbeing of learners, staff and others is paramount. Staff are not expected to place themselves at unreasonable risk and should continually assess their own safety throughout any incident. Where the risks of physically intervening outweigh the potential benefits, staff should seek alternative methods of managing the situation and request additional assistance.

Wherever practicable, staff should use verbal and non-verbal de-escalation techniques, distraction, negotiation, environmental adjustments and other appropriate strategies before considering any form of restrictive intervention. Learners should be given every reasonable opportunity to regain self-control and comply voluntarily.

Where appropriate and safe to do so, staff should request the support of College Security or other trained colleagues to assist in managing the incident, reducing risk and supporting de-escalation. The involvement of additional staff should always seek to minimise the likelihood that physical intervention will be required.

Reasonable force may only be used where it is necessary to prevent:

- injury or harm to the learner or another person;
- serious damage to property;
- behaviour that presents a significant risk to the safety, welfare or good order of the College;
- a learner committing a criminal offence where immediate intervention is necessary to prevent harm.

The College recognises that some learners, including those with Special Educational Needs and Disabilities (SEND), neurodivergence or social, emotional and mental health needs, may require reasonable adjustments and individual behaviour support strategies. Staff should take account of known needs, communication differences, sensory needs, trauma and agreed support plans when responding to behaviour. However, reasonable adjustments do not remove the College's responsibility to take immediate action where there is a risk of harm.

Any restrictive intervention must be the least restrictive option available and cease immediately once the risk has reduced. Staff must not use techniques that deliberately inflict pain, obstruct breathing, restrict the airway or place a learner at unnecessary risk of injury.

Following any use of restrictive intervention or reasonable force, the incident will be reported on CPOMS as soon as practicable and no later than 24 hours after the incident. The record should include the antecedents, the de-escalation strategies attempted, the reason intervention was necessary, the nature and duration of the intervention, any injuries sustained, witnesses present and the actions taken following the incident.

Every incident involving restrictive intervention will be reviewed by the Director of HR and Vice Principal (DSL) to ensure that the response was lawful, reasonable, proportionate and in line with College policy. Where appropriate, learners will be offered the opportunity to participate in a restorative discussion or debrief to support reflection, repair relationships and reduce the likelihood of future incidents. Parents, carers or external professionals will be informed where appropriate,

taking account of the learner's age, capacity and safeguarding considerations.

Authorised Staff

The legal power to use reasonable force applies to all members of College staff and any other person whom the Principal has authorised to have lawful control or charge of learners. This includes activities taking place both on and off the College site, including educational visits, work placements and other College-organised activities.

Any member of staff considering the use of reasonable force must take account of the individual circumstances, including any known Special Educational Needs and Disabilities (SEND), medical conditions, communication needs, trauma, sensory needs or behaviour support plans. Where appropriate, reasonable adjustments should be made, and de-escalation strategies should always be attempted before physical intervention is considered.

The use of reasonable force must never be used as a form of punishment, to inflict pain, or to secure compliance where there is no immediate risk of harm. Any intervention must always be lawful, necessary, reasonable and proportionate to the circumstances.

This guidance should be read alongside the College's Searching, Screening and Confiscation procedures. Where a learner refuses to consent to a search, staff should not use force solely to conduct that search unless specific statutory powers apply. Where there is a concern that a learner may be in possession of a weapon or another item that presents an immediate risk of serious harm, staff should follow the College's safeguarding and emergency procedures, which may include contacting the police.

When Reasonable Force May Be Used

Reasonable force should only be used where it is necessary to prevent an immediate risk of harm and where no less restrictive alternative is available. The decision to intervene is a matter of professional judgement based on a dynamic assessment of the risks presented in the specific circumstances.

Any physical intervention must be reasonable, necessary and proportionate to the level of risk and must cease as soon as it is safe to do so. Staff should not place themselves at unreasonable risk and should seek assistance from College Security or other colleagues wherever practicable.

Reasonable force may be used, for example, to:

- prevent a learner from causing injury to themselves or another person;
- prevent serious damage to property;
- prevent behaviour that presents a significant risk to the safety, welfare or good order of the College;
- separate learners involved in physical violence;
- remove a learner from a situation where their behaviour presents an immediate risk to themselves or others.

The level of physical intervention should always be the least restrictive necessary. This may range from passive physical contact, such as standing between learners or blocking access to an unsafe area, to more active intervention, such as guiding a learner away from danger or separating learners involved in a physical altercation.

The College recognises that some learners with SEND, neurodivergence or social, emotional and mental health needs may display behaviours that challenge. Staff should take account of individual behaviour support plans and reasonable adjustments when responding. However, where there is an immediate risk of harm, reasonable force may still be used where necessary to safeguard the learner or others.

Wherever possible, staff should seek the assistance of College Security, a Pastoral Manager or a member of the Safeguarding Team before any physical intervention is required. These colleagues will support with dynamic risk assessment, de-escalation and the safe management of the incident. However, in an emergency where there is an immediate risk of harm and no time to obtain assistance, any member of staff with lawful control of a learner may use reasonable force where it is necessary, reasonable and proportionate to prevent injury or serious harm.

Following any incident involving reasonable force or restrictive intervention, the incident will be recorded on CPOMS, reviewed by an appropriate manager and, where necessary, a multi-disciplinary review will be undertaken to determine whether additional support, risk assessments, behaviour support planning, reasonable adjustments or alternative provision are required to meet the learner's needs and reduce the likelihood of future incidents.

Searching Learners and Their Possessions

Authorisation to Conduct Searches

Only the Designated Safeguarding Lead (DSL), Deputy DSLs, Pastoral Managers or members of College Security may authorise or conduct a search of a learner or their possessions. Searches will only be undertaken where there are reasonable grounds to suspect that a learner may be in possession of a prohibited item or where there is another lawful reason to conduct a search.

The College may search for the following prohibited items:

- knives or offensive weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco, cigarettes, vapes and related paraphernalia where prohibited by College rules;
- 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;
- any other item prohibited under College rules where the learner has given consent to the search.

Seeking Consent

Where appropriate, learners will normally be asked to voluntarily empty their pockets, open bags and present belongings for inspection. Staff should explain the reason for the search and seek the learner's cooperation wherever possible.

Where a learner refuses to consent to a search, the member of staff should immediately contact a Pastoral Manager, the Designated Safeguarding Lead, Deputy DSL or College Security.

If there is reason to believe that the learner is in possession of a weapon, illegal drugs or another item that presents an immediate risk of serious harm, the police will be contacted without delay.

Where there is no immediate risk to the safety of others, the learner may be temporarily removed from lessons or suspended while further enquiries are undertaken.

Refusal to comply with a lawful request to surrender or permit the search of prohibited items may be managed through the College's disciplinary procedures and, depending on the circumstances, may constitute Gross Misconduct.

Conducting a Search

Searches will always be carried out respectfully, sensitively and with due regard for the dignity, privacy, age, understanding and any known SEND or medical needs of the learner.

Wherever practicable:

- searches will be carried out by two members of staff;
- one member of staff should normally be College Security where available;
- the learner will be present throughout the search;
- Security Officers will activate body-worn cameras before commencing the search, unless doing so would increase the level of risk.

The search may require the learner to:

- empty their pockets;
- remove outer clothing, including coats, jackets, hats, gloves, scarves and shoes;
- open bags, lockers or other possessions under their control.

Staff must never require a learner to remove clothing other than outer clothing.

Under no circumstances will College staff undertake an intimate search. Where an intimate search is considered necessary, this is a matter for the police acting under their statutory powers.

Lockers, Desks and College Property

The College reserves the right to search lockers, desks and other College property where there are reasonable grounds to suspect prohibited items are present or where this forms part of the learner's conditions of use.

Where possible, searches will be conducted in the learner's presence.

Use of Reasonable Force During Searches

Reasonable force must not be used simply because a learner refuses to consent to a search.

Reasonable force may only be used where it is lawful, necessary and proportionate to prevent immediate harm and only when searching for items for which legislation permits the use of reasonable force, such as knives, weapons or other articles that could cause serious injury.

Staff should always seek the assistance of College Security, the Safeguarding Team or a Pastoral Manager before considering any use of reasonable force unless there is an immediate threat to life or serious injury.

Intelligence-Led Searches

The College may carry out targeted searches where there is credible information or intelligence indicating that a learner may be carrying a prohibited item. Such information may arise from:

- safeguarding concerns;
- Police intelligence;
- information provided by partner agencies;
- previous incidents;
- credible reports from staff or learners;
- risk assessments.

Any decision to undertake a targeted search must be authorised by the Vice Principal Designated Safeguarding Lead or a nominated senior pastoral manager and will be based on an individual risk assessment.

The College does not conduct routine random searches of learners. Any targeted searches will be intelligence-led, proportionate, lawful and based upon identified safeguarding or safety concerns.

Recording

Every search, whether or not prohibited items are found, must be recorded on CPOMS as soon as practicable and no later than the end of the working day.

The record should include:

- the reason for the search;
- who authorised the search;
- staff present;
- whether consent was sought;
- the outcome of the search;
- any prohibited items found;
- any use of reasonable force;
- actions taken following the search.

Parents or carers will normally be informed where prohibited items are found, reasonable force has been used, or where this is necessary to safeguard the learner or others, taking account of the learner's age and circumstances.