



Suffolk  
New  
College

## Positive Behaviour and Attitude to Learning Policy

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Related Policies & Procedures:	Learner Disciplinary Policy; e-Safety Policy; Acceptable IT Use Policy; Fit to Study Policy, Appeals Policy



## Equality Impact Assessment Tool

**Name of Policy: Compliments, Comments & Complaints Policy**

		Yes/No	Comments
1	<b>Does the policy/guidance affect one group less or more favourably than another on the basis of:</b>		
	Race or ethnicity	No	
	Disability	No	
	Gender	No	
	Religion or belief	No	
	Sexual orientation	No	
	Age	No	
	Marriage and Civil Partnership	No	
	Maternity and Pregnancy	No	
	Gender Reassignment	No	
2	<b>Is there any evidence that some groups are affected differently?</b>	No	
3	<b>If you have identified potential discrimination, are any exceptions valid, legal and/or justifiable?</b>	N/A	
4	<b>Is the impact of the policy/guidance likely to be negative/</b>	No	
5	<b>If so, can the impact be avoided?</b>	N/A	
6	<b>What alternatives are there to achieving the policy/guidance without the impact?</b>	N/A	
7	<b>Can we reduce the impact by taking different action?</b>	N/A	

# **Positive Behaviour and Attitude to Learning Policy**

## **SECTION ONE – Introduction and Context**

### **1. Purpose**

The purpose of this policy is to positively manage behaviours and attitudes to learning at Suffolk New College.

Suffolk New College is an inclusive college and our vision is to facilitate an exceptional learner experience so that all learners can excel in their programme of study, or academic, technical or professional qualification. We aim to equip learners to be prepared for their 'next steps' through:

- Delivering inspiring teaching, learning and assessment
- Consistently setting a culture of high expectations
- Providing exceptional support and guidance to learners at all times
- Ensuring learners make good progress and achieve their qualifications
- Supporting learners to be employment ready

The purpose of this policy is to ensure that we promote and manage positive behaviours but also celebrate and recognise learners for exceptional behaviour or engagement.

All phases of the policy will be visible in Pro-Portal for learners, their parents/carers or Next of Kin to see. This aims to promote transparency and effective communication to best support our learners to achieve. When recording comments and reports on ProMonitor ensure that all wording is accessible, objective and uses appropriate language. It is also important to consider that any comments on our systems will be included and shared with individuals or their representatives if a subject access request is made under Data Protection legislation.

### **2. Scope**

The policy applies to all further education learners enrolled at Suffolk New College across all campuses – full-time students, apprentices, and part-time students - in both the physical environment and online.

### **3. BeSNC Culture**

The College strives to equip learners for their next steps through promoting a culture of high expectations and reinforcing positive behaviours accordingly.

BeSNC Culture is central to our college. This policy includes BeSNC to help underpin our support for learners, class engagement, peer mentorship, student projects, digital platforms, staff participation, and learner voice. This empowers learners to excel academically, personally, and professionally.

The principles of BeSNC are created by the college teams and shared as part of the Steps to Success induction programme. They require positive reinforcement and

challenge by all staff and learners within the College to maintain the positive culture and enable our learners to demonstrate the following attitudes and behaviours.

To BeSNC is to be:

- Respectful and Considerate
- Positive and Proactive
- Empathetic and Tolerant
- Enthusiastic and Engaged
- Empowered to succeed
- Dedicated and Motivated
- Professional and Trustworthy
- Aspirational and Ambitious
- Persistent and Resilient
- Passionate and Creative
- Responsible and Committed
- Fair and Inclusive
- Inquisitive and Curious

To facilitate this approach the following principles will be adhered to: (see additional BeSNC strategy for communicating and implementation)

- ✓ Learners will be expected to be ready for learning for all sessions and engage with others respectfully at all times
- ✓ All staff and learners must confidently challenge behaviours that are not consistent with BeSNC
- ✓ A rota for 'Meet and Greet' will be implemented to welcome learners each day and positively promote BeSNC
- ✓ Recognition and reward will be an active part of facilitating the BeSNC way, learners will be recognised for their contribution, efforts and commitment.
- ✓ Student Parliament Ambassadors will promote the BeSNC values throughout their activities internally and externally.

#### **4. Expectations for learning and behaviour**

Ready to Learn - Code of Conduct to be agreed with learners and learners to sign - as part of Steps to Success - week one – for full-time learners. Apprentices and part-time learners will be informed in initial taught sessions.

All learners will be expected to:

- Treat every member of the college community with respect, valuing diverse perspectives and opinions.
- Use considerate language and communicate in a positive, inclusive, and non-discriminatory manner.
- Embrace differences and engage in constructive dialogue, fostering an environment of understanding and empathy.
- Attend all scheduled classes and activities, demonstrating punctuality and active engagement in learning.

- Adhere to college policies and guidelines, promoting a safe, respectful, and inclusive atmosphere.
- Show care for the college environment by maintaining cleanliness and participating in sustainability initiatives.
- Be responsible and respectful on college car parks, taking due care and attention of others at all times.
- Actively challenge discrimination, harassment, or bullying, ensuring everyone feels valued and supported.
- Collaborate with others, sharing experiences and perspectives to enrich the collective learning journey.
- Represent the college positively in external interactions, contributing to its reputation and impact.
- Offer support and encouragement to fellow learners and colleagues.
- Engage in extracurricular activities and initiatives that contribute to the betterment of the college and wider community.

## **SECTION TWO – Positive Recognition**

### **Rewarding positive behaviour (full-time learners and apprentices)**

The College has high expectations and believes all learners have the potential to achieve great things. There are opportunities in the year to celebrate the achievement of learners and reward behaviours that reflect those set out in the Colleges BeSNC.

The following rewards will encourage positive behaviours and acknowledge individuals that are preparing themselves appropriately and adequately for their next steps.

#### **Reward 1 – BeSNC Commendations on ProMonitor**

These can be issued by all staff on ProMonitor as recognition that learners have exemplified positive behaviours in line with BeSNC. Staff should be encouraged to use commendations as a form of encouragement and reward. These will be visible to learners on ProPortal.

#### **Reward 2 – BeSNC Star Attender Award**

These are issued to learners that have achieved 100% attendance for each half term. The measure will be the half-term attendance, giving learners with lower attendance the opportunity to still be rewarded for improving attendance in the following period. An automated email will go to each student in this category each half term.

#### **Reward 3 - You're a BeSNC Star (Director reward)**

These rewards will be issued by Directors to the top 6 learners in the Directorate - 3 times per year - following October half term; in January and before Easter. Each learner will receive a voucher to a value agreed by SMT.

### **SECTION THREE - Examples of minor incidents or concerns relating to behaviour or attitudes to learning**

- Unexplained absence to any lesson\*\*
- Unexplained poor punctuality
- Missing assignment deadlines without good reason
- Minor disruptive behaviour – including inappropriate language
- Failure to follow reasonable instructions or College rules
- Failure to actively engage in lessons
- Minor inappropriate online activity
- Minor damage to college property
- Single instances of minor inappropriate sexual behaviour – physical or on-line
- Disrupting class or learning activities by talking out of turn or causing distractions.
- Displaying disrespectful behaviour towards peers, staff, or visitors.
- Not participating in group activities.
- Frequent use of electronic devices for non-educational purposes during class.
- Not actively engaging in online learning platforms or discussions.
- Failure to maintain an appropriate level of noise or respect during library or study sessions.
- Repeated issue of wristbands as per the Visible ID Policy
- This list is for guidance but is not exhaustive.

More serious incidents, serious or gross misconduct will be dealt with following the Learner Disciplinary Policy

#### **\*\*Guidance regarding monitoring attendance**

Attendance should be monitored and reviewed by the Link Tutor/Progress Coach in the Steps to Success Hour (and through reviews with the Progress Tutor and Progress Coach for apprentices).

See guidance under Phase 1 and Phase 2 for monitoring and managing non-attendance.

### **SECTION FOUR - Getting back on the right track**

#### **Process for dealing with minor incidents and concerns regarding learner behaviour, attitude to learning or non-attendance**

Learners should take responsibility for and commit to achieving expected behaviours. Where behaviours are not as expected, staff will support learners to restore behaviour through a constructive and individualised process.

These processes are designed to ensure that all learners receive all possible assistance and support in order to continue and achieve their course, apprenticeship or programme of study.

## **Phases of the process**

- **Phase 1: is the responsibility of the reporting staff member**
- **Phase 2: is responsibility of the Link Tutor/Progress Coach**
- **Phase 3: will be dealt with by the Curriculum Head**
- **Phase 4: will be dealt with by the Director**

### **Phase 1 – Step 1: Restorative Conversation**

**It is the responsibility of all staff to follow Phase 1 Step 1 and Step 2 as outlined below.**

Where possible and in the first instance, staff are responsible for beginning the process of behaviour management. Intervention begins with addressing the behaviour (not the learner) and engaging them in a restorative conversation. The aim of the restorative conversation is to give the learner the chance to do the right thing, minimise the time spent discussing behaviour and focus on returning them to learning. Normally, restorative conversations should be recorded on ProMonitor under Comment Type: \*PBAL2 - Restorative Conversation.

The framework for a restorative conversation should be used (where possible) and carried out privately with the learner. It is as follows:

1. A gentle approach should be taken, personal and non-threatening. Where possible at eye level.
2. State the observed behaviour and the rule it contravenes, referring back to the expectations for learners, BeSNC.
3. Tell the learner of the consequences of this behaviour and refer back to previous good behaviour as a model for desired behaviour.
4. Walk away from the learner; allow them time to decide what to do next.

### **Phase 1 – Step 2: Support for Concern**

The staff member that observed the behaviour should record a Support for Concern on ProMonitor as a \*PBAL3 - Support for Concern comment This should be written using non-judgemental language and should focus on the behaviour and not the individual.

A brief summary of the restorative conversation should be given where possible in order to identify and record all relevant information. For example: During the lesson today, '.....' displayed the following behaviour: using offensive language. This behaviour does not meet our college expectations and '.....' and I discussed this. We recognised that using such language can cause offence and... '...' later came to me to apologise for this behaviour.

A Support for Concern should also be issued for unexplained absences. In these circumstances, a restorative conversation may not always be possible by the issuing tutor. Please see Phase 2 for next step.

Parent/Carer/NoK should be informed of any recorded Support for Concern by the learners Link Tutor (if the learner is under 19 or has an EHCP).

Curriculum Heads should monitor and review learners with any Support for Concerns on ProMonitor during regular team meetings to ensure that Phase 2 and beyond are implemented consistently and appropriately.

Where absences or behaviour may be health related the Curriculum Head should consider whether concerns may be more appropriately dealt with under the Fit to Study Policy.

### **Phase 2 – Step 1: Ready to Learn Behaviour Contract**

**It is the responsibility of the Link Tutor/Progress Coach to implement Phase 2** and will be supported by the Progress Tutor during Progress Reviews. Link Tutors should manage all aspects of this phase through the Steps to Success hour.

Phase 2 should be implemented when up to three separate incidents of Support for Concern are recorded in ProMonitor under \*PBAL3 - Support for Concern. This phase should also be instigated for attendance concerns where an informal meeting with the Link Tutor/Progress Coach has not resulted in the targeted improvement.

It should then occur as follows:

1. A meeting between the learner and the Link Tutor/Progress Coach should take place to discuss the attendance or behaviours recorded as Support for Concern. During this meeting the focus should be on identifying the reasons behind these behaviours and establishing some context around why they occurred. This understanding should be sought in order to establish actions that the learner and staff members can take. The aim should be to change, modify, and prevent these behaviours but more importantly the focus should be on achieving the desired behaviour.
2. A four-week plan of actions/steps that the learner and staff members can follow should be created. This should be led by the learner and recorded in the SMART target section under a Phase 2 meeting in ProMonitor.
3. Once the plan has been agreed to, the Link Tutor should send notification via tagging on ProMonitor all other relevant and necessary staff (e.g. other vocational teachers, English and maths teachers, progress tutor, LSPs, student support).
4. The parent or guardian (if the learner is under 19 or has an EHCP) must be contacted to outline the concerns and the action that is in place to support any improvement.
5. The learner should log into ProPortal and tick to agree that they have read and agreed the SMART targets.

Progress Tutors should also look to review Support for Concerns and Ready to Learn contracts in Progress Reviews to ensure learners commitment, resolve and understanding of the processes that have taken place. Progress Reviews should look to further coach the learner's behaviour and support as appropriate.



## **Phase 2 – Step 2: Monitor and review**

**It is the responsibility of all staff to follow this phase.**

Where a learner has had a plan set out for restoring behaviour, it is up to those staff that work with and support the learner to, where possible, facilitate their progress towards it. Staff should also note when progress is observed. This should be fed back to the Link Tutor via comment on ProMonitor. It should also be fed back if there are occasions when the learner has struggled or been unable to follow the steps outlined in the plan/target. Link Tutor's/Progress Coaches will review and update this step during the Steps to Success hour or progress review.

## **Phase 2 – Step 3: Review and sign off.**

**It is the responsibility of the Link Tutor/Progress Coach to implement this phase.**

Four weeks after the initial meeting, a second meeting should take place between the Link Tutor/Progress Coach and the learner. The aim must be to review progress made towards restoring behaviour. The Link Tutor/Progress Coach should use communications provided to them by others as well as their own observations to guide the learner through self-reflections. Questions might take the form of: During the last four weeks, have you been able to follow the actions outlined in our plan? What was the result of this? If the Ready to Learn contract is broken prior to the usual four-week review meeting this may be initiated earlier at the discretion of the Link Tutor/Progress Coach.

The Link Tutor/Progress Coach should use their professional judgement alongside the learner's own judgements to determine if the intervention stage has been successful and can end or whether more time is needed. A Link Tutor/Progress Coach can extend the contract for a further four weeks, in consultation with their line manager, if there have been improvements but these are not yet secure. If the learner has not shown sufficient progress or further Support for Concern's have been registered then the learner should be moved to Phase 3 of the process. The outcome of this meeting should be recorded on ProMonitor as a Follow Up in the Phase 2 Ready to Learn Behaviour Contract meeting.

Support for Concern data from PowerBI should be reviewed by the Curriculum Head at team meetings to ensure transparency and proactive engagement to restore positive behaviour.

## **Phases Three and Four**

A representative from the ALS team must attend Phase 3 and 4 meetings for any learner that has an EHCP or identified additional learning need.

## **Phase 3 – Notice to Improve**

**Dealt with by the Curriculum Head who meets with the learner and (where possible) contacts their Parent/Carer/NoK to update**

This phase is used to formally address a learner's academic behaviour/performance which has not improved/complied with the 'Ready to Learn' behaviour contract instigated at Phase 2. The Curriculum Head, having checked the previous steps have been completed and appropriately recorded on ProMonitor will liaise with the learner's Link Tutor/Progress Coach and other tutors to arrange a Phase 3 meeting. The Curriculum Head will then formally meet with the learner and (where possible) Parent(s)/Carer(s)/NoK, or sponsoring employer to discuss the issue and address as follows:

- The Parent(s)/Carer(s)/NoK if the learner is aged under 19, or has an EHCP, or employer if the learner is an Apprentice should be invited to attend the meeting, but if they are unable to the meeting may go ahead in their absence.
- During the meeting a formal Notice to Improve contract should be agreed with the learner (recorded on ProMonitor as SMART targets attached to a Phase 3 meeting), and if broken the learner will automatically move to Phase 4. This should take the form of an action plan with clear expectations of the behaviour required moving forwards.
- The outcome is recorded as a Phase 3 meeting type on ProMonitor by the Curriculum Head
- The Parent(s)/Carer(s)/NoK (if the learner is under 19 or has an EHCP) is then informed by the Curriculum Head of the outcome of the meeting where they have been unable to attend. They should be advised that they can view the Notice to Improve Contract in ProPortal or a copy may be emailed.
- The review of the Notice to Improve contract will be recorded as a New Follow Up and review of the SMART Targets under the Phase 3 meeting type in ProMonitor by the Curriculum Head.

## **Phase 4 – Final Intervention or Withdrawal**

### **Dealt with by Director who organises Formal Learning Behaviour Review Panel**

This Phase is used when a learner has broken the Notice to Improve contract introduced following Phase 3. The Directors will call the Formal Learning Behaviour Review Panel, writing (by email) to the learner and their parent/carer/NoK (U19 learners and those with an EHCP). The learner is entitled to be accompanied to the hearing by their Parent(s)/Carer(s)/NoK, sponsoring employer, or legal/professional advisor. All parties should be given a minimum of five working days' notice of the hearing. If a learner is to be accompanied by a legal/professional advisor they **MUST** give the College two working days' notice of this, the College retains the right to also have a legal/professional advisor present in these circumstances.

The Panel comprises of a minimum of two people:

1. The Curriculum Director (who will act as Panel Chair)
2. The Curriculum Head
3. A member of the Student Services team where relevant (e.g. if learner has EHCP or has had Student Support involvement)

The purpose of the hearing is to review the learner's learning behaviours and academic progress and to determine if the learner would benefit from continuing on their programme.

The hearing may take place in the learner's absence if they fail or decline to attend without good reason. The hearing can have one of four outcomes:

1. No case to answer and the learner continues on the course with no conditions.
2. Learner to transfer to an alternative course with or without a trial period (normally 2 weeks). Transfer to take place within one week.
3. The extension of a Notice to Improve Contract for a defined period - not to exceed 6 weeks. Where no improvement is evident - learner will automatically move to outcome 4 - withdrawal.
4. Learners' place on their study programme to be withdrawn.

The Curriculum Director will record the outcome of the meeting under a Phase 4 Meeting Record on ProMonitor. The outcome of the hearing will be communicated in writing (by email) to the learner, their Parent(s)/Carer(s)/NoK (if the learner is under 19 or has an EHCP) and their sponsoring employer if applicable, within five working days by the Curriculum Director (Executive Team to be notified).

The learner will be advised of their right to appeal against any decision and be provided with a copy of the Appeals Procedure.

If outcome 4 is agreed the Curriculum Head must inform the Student Data Team via email, including a copy of the minutes from the hearing.

## **7. The First Six Weeks of the Academic Year**

There may be times, during the first 6 weeks, where the full application of this policy is not possible. However, retaining learners on the right programme of study is our priority. The College recognises that the first 6 weeks is a pivotal time in the learner journey and may require some adjustments for some learners to secure the right programme of study. To this end, the SWITCH programme is available throughout this period to accommodate learners who may wish to change direction. If a suitable alternative in college is not possible, the College will work with the Early Help Team who will support the learner in finding a suitable destination.

## **8. English and Maths Board**

To support the attendance to and achievement of English and maths, there will be an English and Maths Board process chaired by the Deputy Principal, that will sit alongside this policy.

## **9. Quality Audit**

The Director of Quality will carry out a half termly audit of the process and documentation to review and ensure consistency in application of the policy. A report will be provided to the College Quality Steering Group following each review.

## **10. Appeals**

Appeals are only permitted to Phase 4 of the policy and should be made in writing to the Deputy Principal within 7 days of the written communication of the outcome from the Phase 4 - Formal Learning Behaviour Review Panel.

## **Appendix One – ProMonitor Guidance**

### **Phase 1 – Restorative Conversation and Support for Concerns (All staff)**

- Restorative Conversations and Support for Concerns can be added under their respective **Comment Type** on the individuals ProMonitor record under **Student Comments**.
- All comments should have the **Visible in ProPortal** box ticked

### **Phase 2 – Creating a meeting (Link Tutor)**

1. Go to Student > **Meetings** > **Manage Learner Meetings**
2. Scroll down and select **Add New** button.
3. Add the date and time of the meeting
4. Choose Phase 2 under the **Meeting Category** and Phase 2 - Ready to Learn Behaviour Contract for the **Meeting Type**
5. Click **Save**

### **Phase 2 – Recording the meeting**

1. Go to Student > **Meetings** > **Manage Learner Meetings**
2. Select the meeting you have created.
3. Capture the discussion in the **Meeting Notes** section
4. Set the review date for four weeks time.
5. Select yes from the **Review date set?** drop down menu and then save.
6. Individual SMART Targets should be set by clicking on the **Add New** button. These form the Ready to Learn contract.
7. The targets should be led by the learner using the BeSNC attitudes and behaviours as a framework for discussion.
8. Once completed the learner must log into ProPortal and tick the **Read and Agreed** section for the meeting and **Student Agreed** for the SMART Targets

### **Phase 2 – Monitoring progress**

- For the duration of the Ready to Learn contract, all staff supporting the learner should record any appropriate comments using the **Student Comments** section.
- These should be connected to the contract by selecting the Phase 2 meeting from the **Link to Meeting** drop down menu.
- The **Visible in ProPortal** box should be ticked and appropriate staff tagged in the **For Attention Of** drop down box.

### **Phase 2 – Reviewing progress: Targets met**

1. Go to Student > **Meetings** > **Manage Learner Meetings**
2. Open the **Phase 2 - Ready to Learn Behaviour Contract**.
3. Review the learner's progress and tick as **Complete** if they have met the requirements and SMART Targets.
4. The individual **SMART Targets** should also be reviewed and marked as **Achieved**

### **Phase 2 – Reviewing progress: Targets not met**

1. Go to Student > **Meetings** > **Manage Learner Meetings**
2. Open the **Phase 2 - Ready to Learn Behaviour Contract**.

3. Review the individual **SMART Targets** linked to the meeting and mark as **Reviewed, Achieved or Not Achieved**

If at the second review the learner still has not achieved their SMART targets and needs to be moved to the next phase of the policy a comment should be added with details why using the **Comment Type** \*PBAL - P3 Meeting Request marked **For the Attention Of** the Curriculum Head

#### **Phase 3 – Creating a meeting (Curriculum Head)**

- The Curriculum Head will create a meeting in ProMonitor in the same way as a Phase 2 but selecting Phase 3 & 4 as the **Meeting Category** and Phase 3 for the **Meeting Type** then click the **Save** button.

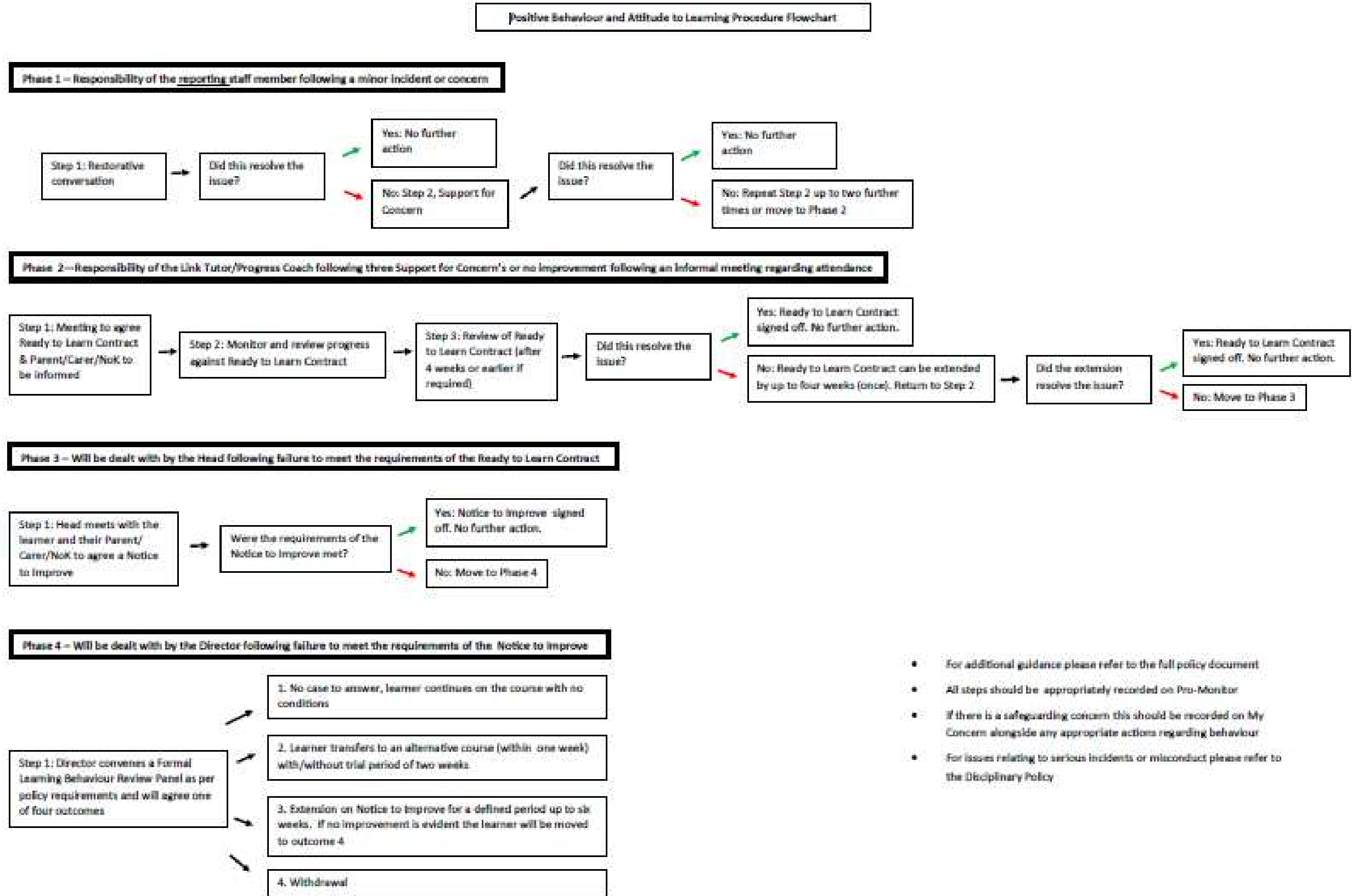
#### **Phase 3 – Recording the meeting, monitoring and reviewing progress**

- Phase 3 meetings are recorded, monitored and reviewed in the same way as Phase 2 meetings.
- If the Notice to Improve contract agreed at the Phase 3 meeting is adhered to then the process is reviewed and signed off.
- If the SMART Targets agreed to as part of the Notice to Improve contract are not adhered to or there are further Support for Concern's identified then the Curriculum Head will move the learner to the next phase of the policy. This will be done by adding a comment to the Phase 3 meeting using the **Comment Type** \*PBAL - P4 Panel Request marked **For the Attention Of** the Curriculum Director.

#### **Phase 4 – Formal Learning Behaviour Review Panel (curriculum Director)**

- The Curriculum Director will create a meeting in ProMonitor in the same way as a Phase 2 but selecting Phase 3 & 4 as the **Meeting Category** and Phase 4 for the **Meeting Type** then click the **Save** button.
- The meeting will be recorded following the same process as Phase 2 & 3 with one of four outcomes subsequently agreed. The outcome (and a copy of the Appeals Policy) will be notified to the learner and their parent/carer/next of kin (and Executive Team) by the Curriculum Director.

# Appendix Two – Process flowchart



## **Appendix three – Roles and Responsibilities and FAQ's**

### **All staff**

- Promote in their own behaviour and encourage learners to follow the BeSNC Culture
- Recognise positive behaviour with the use of BeSNC Commendations
- Address concerns around learner behaviour with the use of restorative conversations and following the steps of the policy as appropriate
- Recording on ProMonitor using objective, accessible and professional language

### **Link Tutors**

- Use the Steps to Success hour for their link tutor group to monitor Support for Concerns and progress to Phase 2 or Phase 3 when required
- Communicate with the parent/carer/next of kin for learners in their link tutor group regarding any behaviours recorded under the Positive Behaviour and Attitude to Learning Policy on ProMonitor
- Attend Phase 3 meetings at the request of the Curriculum Head

### **Progress Tutors**

- Follow up with learners during progress reviews regarding any behaviours recorded under the Positive Behaviour and Attitude to Learning Policy on ProMonitor

### **Curriculum Head**

- Use data from PowerBI to monitor implementation of the policy and review learners during team meetings
- Identify where learners may be more appropriately supported within an alternative policy framework such as the Fit to Study Policy or the Disciplinary Policy
- Ensure all steps are implemented appropriately prior to escalating through the phases
- Quality check all reports and recording on ProMonitor prior to information being sent out to parents/carers/next of kin by the Curriculum Administrator
- Arrange timings and facilitate Phase 3 meetings with the learner and their parents/carers/next of kin. This may also include the learner's Link Tutor where appropriate
- Notify the Student Data Team if outcome 4 (withdrawal) is agreed in a Phase 4 Panel meeting

### **Curriculum Director**

- Issue BeSNC Star Awards
- Arrange timings and facilitate Phase 4 meetings with the learner and their parents/carers/next of kin.
- Record the outcome of Phase 4 meetings on ProMonitor and liaise with the Curriculum Administrator for this to be communicated in writing to the learner and their parent/carer/next of kin (and sponsoring employer where applicable)
- Notify the Executive Team of the outcome of Phase 4 meetings
- Act as guest director for Phase 4 panel meetings in other areas



## **Director of Quality**

- Complete a half termly audit of the implementation of the policy and report to CQSG

## **Curriculum Administrators**

- Send out communication to parents/carers/next of kin regarding meetings

## **Frequently asked questions...**

- Can I skip phases of the policy?  
No - if the behaviour requires a more serious response refer to the Disciplinary Policy.
- How do I record the phases of the policy on ProMonitor?  
Refer to the guidance document (Appendix one) for further details
- If an automated Support for Concern is added to a learners ProMonitor record how do I get this removed?  
Email [DirectorofQuality@suffolk.ac.uk](mailto:DirectorofQuality@suffolk.ac.uk) including the learner's name, student number, details of the Support for Concern and the reason you are requesting this is removed.
- If a learner has previously been signed off at Phase 2 or 3 of the policy and further behaviours occur do I start back at the beginning of the process?  
No, you would pick up the process where they were previously signed off e.g. Ready to Learn contract was signed off (Phase 2), new Ready to Learn Contract to be initiated
- If I have concerns that the phases of the policy are not being implemented or followed up effectively, who do I share this with?  
In the first instance try to discuss this with the individual. If this does not resolve the issue then refer to the Curriculum Head or Director for the area. Alternatively you are able to discuss this with the Head of Quality.
- I'm not confident in putting the policy into practice or would like further guidance, who do I ask?  
Speak to your line manager or request support from the Teacher Development or Quality Team.