

Big Creative Training (BCT) BEHAVIOUR POLICY

1. Purpose

The purpose of the behaviour policy at BCT is to support the development of the whole individual in accordance with the mission and values of BCT, namely to Develop Talent, Transform Lives and Create Careers. The outcome being to ensure learners are empowered to lead purposeful lives with integrity.

- To teach and encourage learners to be mindful of their behaviour and to think about and consider those around them
- To help the learners to become well rounded adults who are ready for the world beyond college
- For learners to take responsibility for their own behaviour
- For the college to ensure that learners' behaviours, attendance and safeguarding are part of the whole college approach to behavioural concerns and that actions taken are completed in a timely manner
- For college staff to ensure that the learner behaviour process is trauma informed
- Consistent restorative and trauma-informed practice] All curriculum teams must apply restorative and trauma-informed practice consistently. Tutors and managers will receive regular training and CPD in restorative conversations, trauma-informed behaviour management and positive behaviour support, with particular attention to vulnerable and SEND learners.
- BCT will demonstrate a restorative approach to behaviour. Our restorative practice and approach helps learners resolve conflict, build trust and prevent harm leading to improved relationships, behaviour and achievement.

2. Ethos and scope

This policy applies to all learners and staff during all college related activities and events, both within and outside of the college campuses. It is the responsibility of all college staff and learners to understand and adhere to this guidance.

We promote positive learner behaviour by ensuring that staff identify and recognise positive behaviour, and celebrate our learners' successes and endeavours at every opportunity, inside and outside the classroom.

Whatever the background of our learners, their prior successes or challenges that they have experienced in education and beyond, they will be valued and lifted to recognise their potential as human beings, and leave us fully prepared to succeed in their careers and their personal lives.

BCT is an inclusive college and we welcome and celebrate learners from all backgrounds and promote understanding, tolerance and celebration of all cultures and traditions.

We encourage learners and staff to share and accept the ways that different people view the world, so that in their working environment and their wider relationships, our learners will be positive ambassadors in creating a fairer, more tolerant, and positive world.

3. Values

To place the well-being and development of our young people, staff and the local community at the heart of the organisation, in accordance with our purpose, mission and with regards to the following values:

- Kindness
- Respect

- Resilience
- Independence
- Integrity

A culture of excellent behaviour is achieved through the shared commitment of staff and learners, working collaboratively to create a positive, supportive environment for success

4. Promoting positive behaviour

Positive behaviour is about creating an environment where learners are encouraged to take ownership of their behaviour. We promote positive behaviour and inclusivity with:

- Learner forum and learner ambassadors sessions
- Learner induction pack detailing expectations of learners
- Enrichment activities including trips and guests
- After college and lunch time clubs (BCT extra programme)
- Rewarding good behaviour with positive behaviour points on Arbor
- Termly certificates and vouchers for outstanding learner and most improved learner (determined by positive points on Arbor)
- Teachers actively promoting the importance of good behaviour and keeping track of the individual learning progress of each learner
- Encouraging learners to think positively about themselves and their work, helping them develop problem-solving skills, teaching them how to manage their emotions and supporting them when they need extra guidance
- Making learning enjoyable and as practical as possible, with relevant industry guests
- Jack Petchey monthly award celebrating the positive achievements of learners, nominated and voted for by members of the college community
- Assemblies, events and showcases
- Positive culture BCT will strengthen positive behaviour and student culture through Student Ambassadors, Student Forum, overseas work experience opportunities where available, assemblies, end-of-year showcases, and positive behaviour rewards and recognition.
- Curriculum managers will ensure staff have appropriate opportunities, spaces and confidence to coach behaviour through restorative conversations before or alongside formal sanctions where appropriate.

5. Attendance

It is essential that all learners attend all of their lessons including vocational, English, maths, SDP lessons, and enrichment and work experience. Learners must be on time and ready to start learning at the beginning of the lesson.

Learners will notify the college to report their absence via email to BCT Student Absence bctstudentabsence@bigcreative.education or phone to 020 3873 5800. They must give their name, course they are taking and the reason for the absence. Learners must notify absence before the start of the first lesson at 9.20am. Learner Illness beyond 5 working days needs appropriate medical evidence from doctor/GP. Whilst absence can be authorised with relevant evidence, it can still trigger the disciplinary process.

Tutors will complete registers within the first 10 minutes of each lesson and if a learner is absent from college an attendance officer will contact parents and carers. Absence will remain unauthorised until evidence is received regarding the absence.

If a learner's overall attendance falls below 90%, a Stage 1 verbal warning and early attendance intervention will be considered. The intervention should identify the reasons for absence, consider any authorised absence, safeguarding, SEND or other individual circumstances, and agree actions to improve attendance.

During the first six weeks, attendance of 90% or above remains the BCT expectation. Any learner whose attendance falls below 82% during this initial period will automatically receive an immediate formal attendance review and be considered for the at-risk process. Learners between 82% and 89% remain subject to early intervention and disciplinary action where appropriate.

If a learner's overall attendance in the first 6 weeks falls below 80%, they will be placed on the "at risk of not completing" list and further targeted intervention will take place. This could include, but is not limited to, contact with parent or carer, SMART targets, catch-up sessions, referral to Student Service, safeguarding or SEND support as appropriate.

If a learner's overall attendance after the first 6 weeks falls below 70%, they will be placed on the "at risk of not completing" list and further targeted intervention will take place. This could include, but is not limited to, contact with parent or carer, SMART targets, catch-up sessions, referral to Student Service, safeguarding or SEND support as appropriate.

For learners who are persistently non-attending, they will advance through the disciplinary process and be subject to interventions to improve attendance.

BCT is not a home-learning or remote education provider. Study programmes require regular in-person attendance because learners must participate in vocational teaching, English and maths, SDP, enrichment, work experience, practical activity and industry engagement.

Where a learner attends only intermittently, shows little or no sustained improvement, or is unable to engage sufficiently with the face to face programme, the college will review whether the programme remains suitable. Before withdrawal is considered, BCT will document the support offered, reasonable adjustments, safeguarding and SEND considerations, learner progress and the views of relevant staff, parents/carers and external professionals where appropriate.

A diagnosis or EHCP does not remove the expectation to engage with the study programme. Where reasonable adjustments and appropriate support have been exhausted and there is still no evidence of sustained engagement or progress, withdrawal may be considered through the appropriate BCT process and, for EHCP learners, only after the multidisciplinary and statutory review safeguards set out in section 22 have been followed.

Bursary payments will be reduced for eligible learners if they do not attend college or are late on any given day.

Learners should be aware that employers and further education providers will expect their employees / learners to be on time and this skill forms part of the learner being work-ready.

5A. Six-week learner probation and settling-in review

All learners will undertake a six-week settling-in/probation period at the start of their programme. The purpose is to support learners to settle successfully, identify support needs early and confirm that the programme remains suitable for the learner.

During the six-week period learners are expected to aim for attendance of at least 90%, be punctual, attend all timetabled learning including English, maths, SDP, enrichment and work experience, and demonstrate

suitable behaviour and engagement. Attendance below 82% during the first six weeks triggers an immediate formal attendance review and consideration for the at-risk process that can lead to withdrawal from the course. During the six weeks they will receive appropriate support and SMART targets which can take the form of a Behaviour Plan. Parent/carer contact will be made for learners under 18 and for EHCP learners as appropriate.

Tutors and curriculum managers will review attendance, punctuality, behaviour, engagement, attitude to learning, coursework completion within deadlines, safeguarding and welfare assessment of risk and suitability, SEND and any authorised absence or personal circumstances before deciding what intervention is required. The process must remain trauma informed and reasonable adjustments must be made where appropriate.

During the first six weeks, routine concerns relating to attendance, punctuality, engagement and low-level behaviour will normally be managed through the six-week probation/settling-in process rather than automatically progressing through the standard disciplinary stages. Serious or gross misconduct will still be dealt with under the appropriate disciplinary stage.

Where a learner is not meeting the required standards at the six-week review, BCT may determine that the programme is no longer suitable and consider withdrawal following the documented review process. Where the issue involves serious or gross misconduct, the appropriate disciplinary process, including possible exclusion, will apply.

Learners who start after the main enrolment period will receive an equivalent six week probation and a settling review after 2 weeks of starting.

Where a learner's attendance falls below 82% and/or their behaviour is not improving, a panel consisting of Curriculum, Behaviour, Student Services and, where relevant, SEND staff will review the available evidence and the learner's individual circumstances before making a decision on whether the learner should be withdrawn.

Outcomes & Appeals: Learners and relevant parents/carers will be informed of outcomes in writing. Where withdrawal is necessary, careers support will be provided, and learners have the right to appeal following our BCT Complaints Policy.

5B. Whole study programme engagement

Behaviour and attendance expectations continue throughout the full academic year and do not end when examinations are completed. Learners are expected to remain engaged through to the planned programme end date, including through July where applicable.

Schemes of Work and induction materials will reinforce expectations for portfolio development, industry projects, attendance, punctuality and active engagement across the whole study programme.

6. Punctuality

It is vitally important that learners are on time for the college day and at the start of all their lessons throughout the day in order to fully benefit from the learning opportunities their course provides.

It is important that learners treat their time at BCT as though they are employed. In the morning, they will be expected to be in their classroom or meeting points ready to start at the beginning time of the lesson.

If a learner arrives more than twenty minutes after the lesson has started the teacher should ask them to wait outside the classroom and speak to them about the reasons for their lateness before admitting them.

If learners are not ready by this time or are late back from lunch or a break they will lose some of their entitlement to bursary (if they are eligible for it). In addition, parents / carers will be contacted by the attendance officer. For learners who are persistently late, they will advance through the disciplinary process and be subject to interventions to improve punctuality.

7. Trips, visits and guests

All BCT learners must demonstrate work readiness and represent themselves and the college in a professional manner when attending trips and visits. Failure by learners to behave appropriately may prevent learners from attending any further trips during the academic year. For learners who are persistently unprofessional in their manner, they will advance through the disciplinary process and be subject to interventions to improve their behaviour.

Preparation for trips, visits and guests should include the following:

Research the visitor or organisation

- Understand their background, role, and relevance to your field
- Prepare informed questions or discussion points

Set objectives

- What do learners need to gain from the visit?
- Clarify expectations in advance (learning goals, behaviour)

Communication and presentation

- Practise polite, clear communication
- Dress appropriately and be punctual

Prepare the environment

- Tidy and organise the learning space
- Ensure necessary equipment or materials are available

Assign roles

- Greeters, notetakers, question leaders, tech support, etc.

Understand etiquette

- How to address guests, show respect, and maintain focus

Follow-up activities

- Write thank you emails, reflect on what was learned and share outcomes

8. Assemblies and end of year presentations

Celebrate academic achievements and positive behaviour

- Highlight examples of outstanding academic achievement or cases where learners have made exceptional progress
- Reinforce college values and behavioural expectations
- Make clear connections between positive behaviour and employability skills
- Inspire learner for the year ahead or their next stage (e.g., college, sixth form, apprenticeships, work)

Promote positive behaviour and employability

- Celebrate positive role models
- Present awards for most improved and outstanding students based on
 - Behaviour, attendance, leadership, resilience, teamwork, and initiative
- Showcase short case studies of learner who have shown personal growth or demonstrated employability skills

Link behaviour to real-world employability skills

- Use language of the workplace: How punctuality, respect, teamwork, communication, and responsibility align with workplace expectations

Set aspirational goals

- We encourage learners to reflect on the kind of person and learner they want to be
- Especially for leavers, we explain how their behaviour and soft skills will help them transition into their next stage

Staff and guests

- Staff can share quick success stories of learners who have grown over the year, linking to traits like resilience or leadership
- We endeavour to invite a local employer, alumni, or motivational speaker to briefly connect behaviour with workplace success

9. Course work and creative content

College staff will ensure that coursework, lyrics and media content does not use or promote discriminatory language or behaviour, towards any person or group of people.

Content must also be free of references to drug use, violence, gang involvement, profanity, and overtly sexual content

Any content produced that is not in line with these requirements will be dealt with under the terms of the disciplinary procedure.

10. Mobile phones

Mobile phone use during lessons is strictly prohibited.

Mobile phones may be brought onto site, but during lessons they must remain silent and out of sight

Smart glasses, camera glasses, AI-enabled glasses or wearable recording devices, including but not limited to Meta smart glasses, are not permitted to be brought onto any BCT college site at any time.

This is to protect learner and staff privacy, safeguarding, assessment integrity and the safe management of the learning environment.

Strictly no phones are allowed to be charged during lesson times in classrooms.

Learners must follow the teacher's direction about storing devices in dedicated class pouches and storage units. Clear classroom signage will reinforce these expectations.

Where staff authorise digital capture for learning, learners should use college-provided professional equipment, tablets or cameras where available rather than relying on personal phones.

Learners with an evidenced health, SEND or access need requiring use or immediate access to a phone will receive an appropriate reasonable adjustment recorded by the SEN team on Arbor.

If someone close to the learner needs to contact them then they can phone BCT Reception on 020 3873 5800. The reception team and Student Service will get an urgent message to the learner straight away.

11. Filming and audio recordings

Unauthorised recording, filming or photography of staff or learners, or photographing confidential documents or information, is strictly forbidden. Such conduct may be treated as serious misconduct and may trigger disciplinary action at Stage 5 or 6 depending on seriousness, safeguarding risk and circumstances.

12. Dress code

Hoods are not permitted to be worn on site at any time. Balaclavas are not allowed, including if they are rolled up and used as a hat.

Learners should ensure that clothing which is worn is suitable for college and work environments. Examples of clothing that is not appropriate for college (not a comprehensive list):

- Clothes that show the bare midriff, chest or bottom
- Clothes with excessive ripping
- Exposed or visible underwear
- Skin-tight clothes
- Jumpsuits, playsuits and catsuits
- Trousers / jeans / joggers worn lower than waist

If learners arrive with inappropriate clothing they will have the option to wear a t-shirt provided by Student Service. If they choose not to wear the t-shirt or the clothing is on the lower part of the body, they will be asked to go home and change their clothes, sent home under the sent home policy, and the disciplinary procedure may apply.

13. ID cards

It is the responsibility of the student to ensure they bring the ID card to college every day and do not lose it.

ID cards must be on display at all times, and the right way round.

If a learner forgets their ID, they can borrow a temporary ID from reception by leaving a deposit. This can be done a maximum of 3 times per term. On the 4th occasion, a new ID card will have to be purchased by the learner for a fee.

The ID card is the property of BCT and must be surrendered to staff on request.

14. Criminal convictions

Learners must disclose any criminal offence that might be relevant to the safety of others in the college community so BCT can risk assess and take appropriate supportive measures. If a conviction happens during the course of a learner's programme they must disclose it when they are convicted.

If a learner is unsure whether they need to disclose they can speak confidentially with someone from the safeguarding team. College systems will be used to record criminal convictions as appropriate, and in line with GDPR.

15. Smoking and vaping

Smoking and vaping can only take place in the designated smoking areas or off site. Learners must not smoke or vape in the doorways of local employers, businesses, flats or housing areas. Learners smoking or vaping in toilets or inside the building will be dealt with under the disciplinary procedure.

16. Items not permitted onsite

Weapons (including knives), sharp objects, alcohol, metal combs, glass bottles, drug paraphernalia, fireworks or vapes containing illegal drugs are not permitted onsite. Any learners who have these items will be dealt with under the disciplinary process, and the items will be confiscated and not returned.

Smart glasses, camera glasses, AI-enabled glasses and wearable recording devices are also not permitted onsite at any time. If such an item is identified, staff should follow the relevant safeguarding, behaviour and confiscation procedures and seek senior guidance where required.

17. Learner rules

Creating a supportive college culture is another way to promote positive behaviours.

We have high expectations for positive behaviour as stipulated by the student rules that are posted in each classroom and in corridors (please see appendix 2)

Setting clear expectations and consistent boundaries. The rules clearly outline what conduct is expected and unacceptable in all areas of college life, including the classroom, corridors and other places where learners are present.

All staff are expected to enforce learner conduct around ID cards, mobile phones, hoods, drinks, swearing, and other behaviours.

All staff, including SEND staff, are expected to use positive and negative behaviour points consistently on Arbor so that praise, emerging concerns and patterns of behaviour can be monitored across the college.

18. Disciplinary process

At all stages of the disciplinary process the person responsible must keep detailed and accurate records, and ensure that communication is made with all relevant staff at BCT and with parents / carers and any external agencies engaged with learners. This includes but is not limited to the following:

All formal behaviour or disciplinary meetings with learners and/or parents/carers must be recorded on Arbor, with the meeting notes, outcome and agreed actions entered promptly. A follow-up email confirming the outcome must be sent to the learner and parent/carer and copied to the curriculum manager, deputy director and other relevant staff as appropriate.

Meetings can be held online or face to face and meeting notes may be recorded through digital aids to ensure accuracy

Parents/carers will be contacted at every formal disciplinary stage, including for learners aged 18 or over, unless there is a documented safeguarding, legal or exceptional reason why this would be inappropriate. If telephone contact is unsuccessful, an email must be sent and the attempted contact recorded on Arbor.

- Complete and file relevant paperwork, and send to learner, parent / carer
- Update Arbor, CPOMS and other systems as appropriate, by the end of the college day
- Ensure that the following people are notified immediately
 - The learner and their parent / carer
 - Any external agencies working with the learner
 - Student Service
 - Safeguarding (if needed)
 - SEN team (if needed)
 - M&E and SDP teams
 - Tutors, curriculum manager, and deputy director
 - Facilities and security
- If the behaviour incident raises safeguarding concerns, you must record it on CPOMS immediately to alert the safeguarding team

The responsible person will ensure that all sanctions are proportionate and applied consistently and fairly.

The stages of the disciplinary process are as follows

- Stage 1 (verbal warning 1)
 - This is a formal verbal warning that is recorded in Arbor
 - Any member of staff at the college can give a learner a stage 1 warning
 - SEND staff may issue Stage 1 and Stage 2 verbal warnings and must record them on Arbor. Where concerns indicate that an SMC may be required, SEND staff will refer the concern by email to the learner's tutor and curriculum manager.
 - Must be added to Arbor 'Behaviour Incidents' by the staff member giving the warning
- Stage 2 (verbal warning 2)
 - This is a formal verbal warning that is recorded on Arbor
 - Any member of staff at the college can give a learner a stage 2 warning
 - Must be added to Arbor 'Behaviour Incidents' by the staff member giving the warning
- Stage 3 (special measures contract 1 - SMC1)
 - All steps in this process are actioned by the class tutor
 - Meeting called due to behaviour that will trigger disciplinary action at stage 1, 2 or 3 as listed below
 - Two-week review cycle] SMART targets are set with the learner, reviewed weekly and a date for final review is set 2 weeks from the SMC1 meeting

- Targets can be rolled forward each week if not met
 - Two-week review cycle] If targets are not met after 2 weeks then the tutor will commence the SMC2 process
 - Paperwork and forms are completed and uploaded to Arbor
 - Tutor to inform all relevant staff of outcome (Student Service, SEND, curriculum manager, deputy director, SDP and M&E) and update course tracker
 - The paper form is signed by the learner and the tutor, a photocopy is taken by the learner and the original is given to Student Service
 - Two-week review cycle] At the end of the 2 week process the tutor gives the completed paperwork to Student Service
 - Parent / carer will be informed of the outcome of the meeting and the SMART targets will be emailed to them
- Stage 4 (special measures contract 2)
 - All steps in this process are actioned by the class tutor
 - Meeting called as a result of failure to meet targets in SMC1 or for repeat behaviour when an SMC1 has already been issued in the same academic year
 - Two-week review cycle] SMART targets are set with the learner, reviewed weekly and a date for final review is set 2 weeks from the SMC2 meeting
 - Targets can be rolled forward each week if not met
 - Two-week review cycle] If targets are not met after 2 weeks then the tutor will refer to the curriculum manager who will start the FMC process (stage 5 below)
 - Paperwork and forms are completed and uploaded to Arbor
 - Tutor to inform all relevant staff of outcome (Student Service, SEND, curriculum manager, deputy director, SDP and M&E) and update course tracker
 - The paper form is signed by the learner and the tutor, a photocopy is taken by the learner and the original is given to Student Service
 - Two-week review cycle] At the end of the 2 week process the tutor gives the completed paperwork to Student Service
 - Parent / carer will be informed of the outcome of the meeting and the SMART targets will be emailed to them
 - Stage 5 (final measures contract)
 - All steps in this process are actioned by the curriculum manager
 - If the learner is known to the SEN or safeguarding departments the CM will discuss learner needs with the relevant departments before the meeting
 - In person meeting called if the learner fails to improve attendance, punctuality or behaviour after both SMC meetings above, or behaviour that will trigger disciplinary action at stage 5 as listed below
 - Parent / carer must attend the meeting
 - Two-week review cycle] SMART targets are set with the learner, reviewed weekly and a date for final review is set 2 weeks from the FMC meeting
 - Targets can be rolled forward each week if not met
 - Two-week review cycle] If targets are not met after 2 weeks then the curriculum manager will refer the learner to the deputy director to consider suspension and take forward the process at stage 6, taking account of the learner's individual circumstances and any safeguarding or SEND considerations
 - Paperwork and forms are completed and uploaded to Arbor
 - Curriculum manager to inform all relevant staff of outcome (Student Service, SEND, course tutor, deputy director, SDP and M&E) and update course tracker

- The paper form is signed by the learner and the curriculum manager, a photocopy is taken by the learner and the original is given to Student Service
- Two-week review cycle] At the end of the 2 week process the curriculum manager gives the completed paperwork to Student Service
- Parent / carer will be informed of the outcome of the meeting and the SMART targets will be emailed to them

Stage 6 (suspension)

- All steps in this process are actioned by the CM or deputy director
- If the learner is known to the SEN or safeguarding departments the CM/DD will discuss learner needs with the relevant departments before the meeting
- Meeting called after serious misconduct or failure to improve after the final measures contract
- Parent / carer must attend the meeting
- Any investigation will be led by the deputy director who may ask curriculum managers to support with specific aspects of the investigation
- Only the DD or the CM will conduct meetings or interviews or interviews at this stage
- Depending on the severity of the allegation or concern, learners can be suspended for up to a week to allow for investigation to take place
- Suspensions should be as short as possible to allow for full investigation
- The CM/DD will inform the learner, parent / carer and relevant colleagues at BCT of the length of suspension and date of return
- Investigations must be completed within 5 working days, if more time is needed then the DD will inform all relevant parties
- When learners are suspended, the the DD or CM will follow the “Policy for learners who are sent home” below
- After the investigation is complete, the CM/DD will invite the learner and their parent / carer to an in person meeting to share the outcome and discuss any decisions that have been made
- If the learner is to be excluded then the DD will follow arrangements at stage 7
- If the learner is to return, a date is agreed, a new FMC is issued as per the arrangement above, and the CM/DD will inform all relevant parties and return the learner ID card
- CM/DD to inform all relevant staff of outcome (Student Service, SEND, curriculum manager, tutor, SDP and M&E) and update course tracker
- This should be approached from a restorative perspective and should be a two-way conversation where the learner takes responsibility for their actions and the staff member focuses on a return to learning and discusses the consequences of the behaviour
- Curriculum Manager or Deputy director must add all suspensions to the 'Exclusion' section of 'Behaviour' on Arbor

• Stage 7 (exclusion)

- All steps in this process are actioned by the Deputy Director
- If the learner is known to the SEN or safeguarding departments the DD will discuss learner needs with the relevant departments before the meeting
- Learners may be excluded if they fail their FMC and after the suspension meeting the deputy director decides that the college is no longer suitable for that learner
- A letter will be sent to the learner and their parent / carer confirming the permanent exclusion
- The letter will include details of the appeal process
- If a learner is suspected of gross misconduct they will be sent home according to the sent home policy below

- The deputy director will fully investigate and make a decision within five working days if the allegation amounts to gross misconduct as per the list below
- If gross misconduct is proven the learner will be permanently excluded and a letter sent to them and their parent / carer
- The letter will include details of the appeal process
- DD to inform all relevant staff of outcome (Student Service, SEND, curriculum manager, tutor, SDP and M&E)
- DD to complete an SA1 form confirming the exclusion and send to MIS
- Note that only the deputy director or a director can authorise a learner being excluded or withdrawn from college
- Deputy director must add all exclusions to the 'Exclusion' section of 'Behaviour' on Arbor

19. Examples of behaviour that will trigger disciplinary action at stage 1, 2 or 3 (not an exhaustive list)

- Behaviour that is disruptive
- Unexplained drop in attendance
- Unexplained drop in punctuality
- Failure to comply with a reasonable instruction from a staff member
- Failure to wear college ID or identify oneself when asked to by a member of staff
- Language which is offensive
- Not meeting deadlines for homework or assignments or submission of coursework
- Misuse or unauthorised use of college facilities or property
- Smoking or vaping in areas other than the smoking area
- Not following college rules and guidelines

20. Examples of serious misconduct that will trigger disciplinary action at stage 5 or 6 (not an exhaustive list)

- Language which is offensive and directed towards others
- Any form of harassment or bullying
- Behaviour which is offensive
- Behaving in an unsafe manner
- Refusal to comply with the college's health and safety policy
- Consistent refusal to follow to not use phones in the classroom
- Inappropriate activation of the fire alarm system
- Fraudulently claiming the college bursary
- Actions / behaviour on social media or online activity which impacts negatively on other learners, staff, visitors, partner employers, college reputation or wider community
- Suspicion of being on college premises in possession of, or under the influence of alcohol, drugs or other illegal substances
- Plagiarism - to take someone else's college work, images or ideas, including the use of AI, using published information and pass it off as their own
- Failure to adhere to examination rules and regulations

- Any behaviour (including behaviour on social media platforms) that harms the reputation of the learner body and / or the college.

21. Examples of gross misconduct (not an exhaustive list)

- Serious theft of property of the college, learners, staff or visitors
- Arson, violence or threat of violence, directly or through association
- Causing deliberate serious damage to college, public or employer property
- Persistent bullying behaviour towards staff and learners via any means
- Accessing, downloading or sending pornographic or other offensive materials via internet or mobile technology
- Possession of a knife or weapon on college premises
- Dealing of illegal drugs in college or on work experience, industry placements, field trips, residentials, events etc.
- Engaging in serious criminal activities affecting the college, its learners, staff or visitors
- Hacking into college systems and interfering with hardware, software or data belonging to or used by the college
- Criminal conviction of a violent or sexual nature if our risk assessment shows risks to the college community cannot be mitigated

22. Disciplinary considerations for learners with education, health and care plans

(EHCPs)

- BCT is committed to ensuring that all learners, including those with Education, Health, and Care Plans (EHCPs), are treated fairly in accordance with the College's core values and legal obligations under the Equality Act 2010 and SEN Code of Conduct 2014. The following provisions apply specifically to learners with EHCPs:

No learner with an identified additional support need or EHCP will be permanently withdrawn or excluded on behavioural or attendance grounds without a full documented multidisciplinary review. The review must consider the learner's needs, reasonable adjustments already made, safeguarding information, attendance context, support-plan effectiveness and whether further adjustments could enable continued participation. For EHCP learners, where withdrawal/exclusion may affect the learner's placement or provision, BCT will request an emergency/statutory Annual Review and involve the Local Authority and relevant external professionals before completing withdrawal.

- Reasonable adjustments
 - BCT will make reasonable adjustments to accommodate the needs of learners with EHCPs. This includes providing additional support, positive behaviour support plans if needed, modifying disciplinary procedures where necessary, and ensuring that learners fully understand the process and its implications.
- Involvement of parents / carers and external professionals for any learner with an EHCP
 - BCT will ensure that parents / carers and, where appropriate, external professionals (such as local authorities, social workers or other agencies involved in the learner's care) are informed and involved in the disciplinary process. This includes but is not limited to:

- Cooling off period: Parents / carers will be notified immediately if a learner with an EHCP is given a cooling off period with given reasons why - SEN management and curriculum to approve. Cooling off can be for 1-2 days and the learner must have a return to college meeting with curriculum and key support or SEN management (parents can also attend). SENCO and behaviour lead must be notified of this, and it must be recorded and pinned on Arbor.
 - Suspensions: Parents / carers and external professionals will be notified immediately if a learner with an EHCP is suspended. Arrangements will be made to ensure the learner's safe departure from college, and all efforts will be made to schedule disciplinary meetings at a time convenient for the parents / carers. This will be a joint decision between curriculum, safeguarding (if appropriate), SENCO, and the deputy director. It must be recorded and pinned on Arbor.
 - Exclusions: Parents / carers and external professionals will be notified that there is a risk to provision and an emergency annual review will be called. Arrangements will be made to ensure the learner's safe departure from college, and all efforts will be made to schedule disciplinary meetings at a time convenient for the parents/carers and external professionals. This will be a joint decision between safeguarding (if appropriate), SENCO, and the deputy director, with input from the curriculum.
 - Appeals: If a learner with an EHCP appeals a disciplinary decision, parents / carers and external professionals will be informed of the reasons for the appeal and invited to attend the appeal meeting.
 - Re-admittance following exclusion: In cases where a learner with an EHCP requests readmittance following exclusion, parents / carers and external professionals will be invited to participate in the re-admittance meeting.
- Documentation and record keeping
 - All records related to the disciplinary actions involving learners with EHCPs will clearly document the reasonable adjustments made and the involvement of parents/carers and external stakeholders. This ensures transparency and accountability in how the College supports learners with additional needs throughout the disciplinary process.
 - Training for staff
 - BCT will provide regular training for staff involved in the disciplinary process to ensure they are fully aware of the requirements for making reasonable adjustments and working effectively with learners who have EHCPs.
 - Gross misconduct
 - In the case of alleged gross misconduct, a learner with an EHCP may be immediately suspended where this is necessary to protect the learner or others while an investigation takes place. The learner must not be permanently excluded or withdrawn on behavioural or attendance grounds without a documented multidisciplinary review involving SEND, safeguarding where appropriate, curriculum and the deputy director. Parents/carers and relevant external professionals must be involved. Where the learner has an EHCP and the proposed outcome may affect their placement or provision, an emergency/statutory Annual Review must be requested and the Local Authority involved before withdrawal is completed, except where a lawful immediate safeguarding or emergency action is required.

23 Vulnerable learners and the disciplinary process

Any child may require additional support. BCT is committed to ensuring that all learners, including those with additional vulnerabilities, are treated fairly in accordance with the College's core values. Many factors can contribute to an increase in displaying challenging behaviours, including prejudice and discrimination, isolation, social exclusion and communication issues. To ensure that all of our learners receive equal protection, we will give special consideration to children who are:

- LAC (Looked After Child) and Care Leavers
- Young Carers
- Young Offenders
- Affected by parental substance misuse, domestic violence or parental mental health needs
- Learners with a Social Worker
- Asylum Seekers
- Learners with Mental Health struggles (SEMH)

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

24. Staff roles and responsibilities in the behaviour process

Each member of the BCT staff community has a responsibility to model professional behaviour in order to support our learners in developing their own habits and routines for success. In addition to this there are a range of active roles within the behaviour process that BCT staff need to follow.

Classroom tutors

- Ensure that lessons are engaging and create opportunities for learners to participate in a positive way
- Timely completion of registers and course trackers as directed by BCT teaching and learning policies
- Set clear expectations for behaviour from the outset in line with the BCT behaviour policy and learner contract (part of the induction pack). These expectations will be revisited regularly by tutors and at assemblies etc.
- Build a positive community in your classroom which encourages positive behaviour
- Ensure mobile phones are not used in the classroom
- Create and update seating plans that encourage good behaviour
- Praise good behaviour in the classroom and record positive behaviour points in Arbor
- Log in-class behaviour incidents on Arbor in the behaviour notes section
- Communicate with parents / carers about positive and negative changes to learners' behaviour
- Issue and process the disciplinary for SMCs (Special Measures Contracts) using the system on Arbor
- Monitor learners who have received SMCs and warnings and inform their parents of the outcomes
- Act as the central information point for each learner's behaviour journey using Arbor and emails to keep all their other tutors (Maths, English and SDP), CMs, parents / carers and Student Service informed as needed

- Work closely with Student Service to support written warnings for learners, logging of SMCs to Arbor, attendance and registers
- Work closely with SEN staff to maximise effective support for ALS and EHCP learners
- Work effectively with safeguarding team to ensure vulnerable learners are supported
- Communicate with parents for learners with escalating and continuous behaviour or attendance challenges
- Seek support from your curriculum manager where behaviour is an issue in a class.

Curriculum managers

- Curriculum managers will monitor all active SMC1, SMC2 and FMC cases and ensure review dates and progress are tracked consistently.
- Curriculum managers will complete or oversee weekly reviews of active SMC/FMC cases. The curriculum manager has final responsibility for determining whether formal SMART targets have been met and whether the learner should remain at the current stage, progress to the next stage, or step down from formal monitoring.
- A shared central tracking document or equivalent approved system will be used to monitor active cases, review dates and progress alongside Arbor. Arbor remains the formal learner record.
- Leadership visibility: Curriculum managers will increase visibility through daily informal classroom visits, frequent learning walks, weekly support for new teachers and close collaboration with SEND and Teaching & Learning teams.
- Hold tutors accountable for behaviour management of learners, and for tracking and use of systems
- Provide behaviour management support to tutors as needed
- Encourage discussions around behaviour in team meetings and line management meetings with tutors
- Run learner class behaviour interventions where culture requires a reset
- Monitor the logged behaviour incident data on Arbor to identify issues arising at class level and across the department
- Work closely with the SEN team to produce effective interventions for individual learners
- Work closely with the Student Service team to produce effective interventions for individual learners
- Send out written warnings using Arbor
- Manage the FMC process and conduct any investigations necessary themselves
- Collaborate with the deputy director to tackle emerging issues
- Prepare for at risk meetings and bring up to date information on learner progress, having met with tutors prior to the meeting
- Make referrals to Student Service for mentoring and counselling

Head of teaching, learning and assessment

- Hold vocational CMs accountable for tutors behaviour management of learners, and for tracking and use of systems
- Ensure vocational CMs are prepared for at risk meetings and provide accurate data

SEND management

- Conduct meetings with SEND learners who need pastoral support to establish if there are any concerns that need to be addressed
- Coordinate interventions to support SEND learners in understanding how to address their own behaviour issues
- Work with tutors to support them in managing the behaviour of SEND learners
- Create and share positive behaviour plans for SEND learners
- Make referrals for further pastoral support for SEND learners to learners services and external agencies where necessary
- Inform the tutor, CMs, safeguarding and deputy director about the outcome of learners SEN meetings arising from pastoral needs, interventions and initial and annual reviews
- Highlight to deputy director and safeguarding any concerns about SEN learners who could be high risk

SEND support tutors

- Issue verbal warnings and update Arbor as appropriate
- Manage positive behaviour of SEND learners in the classroom alongside the lead tutor
- Make referrals to Student Service for mentoring and counselling
- Liaise with parents / carers as appropriate
- Contact EHCP key learners and their parents / carers if there are attendance or punctuality issues

Security staff

- Be a visible presence around the site to deter negative behaviour and provide reassurance to staff and learners
- Respond promptly to incidents where learner behaviour poses a risk to the safety or welfare of others
- Escort learners as required to designated areas or off-site if directed by senior staff
- Support tutors and curriculum managers in de-escalating incidents where appropriate
- Complete incident reports and ensure relevant details are logged in Arbor promptly
- Liaise with safeguarding and CM's when a learner's behaviour may indicate deeper welfare concerns
- Attend behaviour briefings if requested to provide information on incidents they have responded to
- Support evacuation procedures and site safety during behaviour-related incidents
- Provide access to CCTV footage if required for investigating behaviour incidents, in line with policy
- Report any site security concerns that could contribute to unsafe behaviour (e.g., damage, trespassing)
- Complete security inductions for all learners, including late starts

Facilities staff

- Ensure that learning spaces and communal areas are maintained to a clean, safe, and welcoming standard to encourage positive behaviour
- Report any damage or graffiti promptly so that it can be dealt with and not become a behaviour trigger point
- Support site safety by reporting concerns about learner conduct they observe in their duties to security or the appropriate tutor/CM
- Cooperate with security staff in responding to incidents where behaviour disrupts the use of facilities (e.g., toilets, communal areas)

- Provide access to CCTV footage if required for investigating behaviour incidents, in line with policy
- Attend relevant briefings when requested to update the team on any behaviour-related facilities concerns
- Maintain good communication with the safeguarding and security teams to help spot patterns of anti-social behaviour around the site
- Complete facilities / H&S inductions for all learners, including late starts

Vocational support tutors and Student Service

- Monitor learners attendance and punctuality through Arbor
- Communicate with parents / carers and learners regarding attendance and punctuality
- Monitor learners welfare and wellbeing through phone calls and interventions in Student Service hubs
- Act as a front door service for learners, parents and carers. It is paramount that the information on Arbor regarding attendance and behaviour is logged promptly and accurately to avoid confusion and miscommunication
- Issue verbal warning and update Arbor as appropriate
- File SMC / FMCs in the Student Service Hub at the end of every week, on a Friday. This include scanning and uploading SMC / FMCs to Arbor's incident (the incident must have been logged by teaching staff)
- Make referrals for mentoring and counselling as appropriate
- Support deputy director and Student Service manager with restorative justice following serious incident such as bullying, harassment, physical altercation and incidents of discriminatory nature
- Make referrals to external services as appropriate
- Complete and send withdrawal and suspension letters on instruction from the deputy director

Deputy director

- Lead on behaviour strategy and implementation
- Ensure that policies and procedures are effective and up to date
- Track the impact of the interventions used by tutors and CMs
- Hold weekly at risk meetings with relevant staff and ensure effective coordination of support for learners at risk
- Take part in fortnightly meetings with safeguarding and SEN manager to monitor EHCP learner behaviour and support needs
- Report to SMT regularly and implement SMT feedback
- Take final responsibility for learner exclusions and withdrawals
- Create and coordinate regular CPD for BCT staff on behaviour management, including restorative practice and trauma-informed approaches. The deputy director and Teaching & Learning lead will also undertake regular informal observations to support consistency and identify areas for development.

24A. Returning learners and pre-enrolment behaviour contracts

Identified returning learners, including those returning following an appeal or previous significant disciplinary, attendance or behaviour concerns, may be required to enter a revised Behaviour Contract before enrolment is confirmed.

Where a pre-enrolment Behaviour Contract is required, the learner will meet with the curriculum manager and deputy director in the first two weeks. The contract will set clear expectations, support arrangements, review points and consequences of non-compliance.

24B. Do Not Return policy

BCT reserves the right not to offer a learner a place to return or progress to a further programme in the next academic year, even where the learner has completed the year and passed their qualification. Where evidence shows that their attitude, behaviour, engagement or professional conduct has not met college expectations and their attendance is below 70% at the end of the academic year, learners will be at risk of losing their chance of progression.

This decision must be based on a documented review of attendance, punctuality, behaviour records, attitude to learning, engagement with support, coursework completion, safeguarding considerations, SEND needs and any reasonable adjustments. Where relevant, Curriculum, Behaviour, Student Services, Safeguarding and SEND staff should contribute to the review before a final decision is made.

Learners and parents/carers will be informed of the outcome in writing. Where a learner is not offered to return/progress at Big Creative Education, which includes BCT and BCA, the Careers team will provide appropriate information, advice and guidance to alternative progression routes where possible. For learners with an EHCP or identified additional support need, the safeguards in section 22 continue to apply.

25. Searching of learners

BCT security staff may search learners' outer clothing or bags without consent for any banned or prohibited item BCT believes could cause harm. This process will be governed by internal procedures. BCT may initiate safeguarding processes or involve the police as appropriate.

26. Use of reasonable force

BCT security teams have a legal power to use reasonable force to prevent learners from committing a criminal offence, injuring themselves or others, or damaging property, and to maintain good order and discipline amongst learners.

27. Duty manager and front-door expectations

The duty manager rota will include half-day coverage and visible SMT/Curriculum Manager support at the front door in the mornings. Staff on duty should greet learners positively, reinforce college values and challenge lateness consistently and respectfully.

28. Policy for learners who are sent home

- A tutor, member of security or other staff member may recommend that a learner be sent home if it is deemed that the learner has behaved in a way listed in the “examples of behaviour that will trigger disciplinary action” above. Except in an immediate safety emergency, the decision must be authorised by the Curriculum Manager, Deputy Director or other designated senior manager.
- If a learner is to be sent home this must be checked with their department CM first
- If agreed the staff member sending home must email senthome@bigcreative.education with the learner's name, their class, if they are high needs (HN), and the reason they are being sent home

- This email group includes all staff who need to know someone has been sent home
- The person sending the learner home will log the incident on Arbor on the same day they are sent home
- If the learner has an EHCP, their support worker will take them to the HN office and staff there will call their parent / carer to let them know. They will not be sent home until arrangements are confirmed with the parent / carer
- If the learner does not have an EHCP then Student Service will call the parent / carer to let them know
- The learner should be escorted to reception where possible by the member of staff sending them home
- Reception / security will request the learner ID and retain this until the learner's re-admittance is confirmed
- The curriculum manager will then call the learner on the same day to discuss what happened and confirm arrangements for disciplinary as per the policy above
- CMs will refer matters thought to be gross misconduct according to the list above to the deputy director who will contact the learner by phone on the same day to discuss what happened and confirm arrangements for disciplinary as per the policy above
- If the CMs are not able to call the learner because they are covering lessons, they must let the deputy director know to make the call
- Whoever makes the call must then update all relevant colleagues and systems inc Arbor, on what has happened and the next steps, including the date of return. This to be completed on the same day
- If a learner returns to college before their agreed return date, then reception should send them home again, and notify the parent / carer. If the learner is HN reception should notify the HN office to deal with the situation
- Staff to "reply all" to the initial email sent to senthome@bigcreative.education with any actions or developments, in order to keep everyone informed

29. Policy for restorative practice in the college

Restorative practice is a whole-college teaching and learning approach that encourages behaviours that are supportive and respectful behaviour. Restorative practices remove power imbalances by focusing on building positive relationships.

30. Overview of restorative practice

Restorative practice focuses on building, maintaining, and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur. Restorative practices are high in accountability and high in support as they draw out what harm has been caused and about being able to repair that harm. Teachers and wider college staff have an opportunity to model restorative strategies for learners in the classroom and beyond.

Where an incident involves more than 2 victims or 2 perpetrators of challenging behaviours, learners will be seen as many times as needed on the basis of 1 victim and 1 perpetrator. Restorative practice isn't group mediation and shouldn't be seen as such.

Restorative meetings will be held within a timeline agreed by the staff member leading. It may be that mentoring or several restorative questions meetings need to be held first as a supportive action.

31. Restorative questions

Use effective questions to focus on the specific behaviours of concern or incident without blaming. It is important to use relational questions to draw out who was affected and how they were affected. Questions should be directed towards problem-solving – ‘what needs to happen to make this right?’

Restorative questions will be asked prior to the restorative justice meeting, to allow for the learners and leading staff members to script the meeting and give the best chance of a positive outcome.

Mentoring will be offered to all learners involved in restorative practice.

32. Restorative questions to respond to challenging behaviour

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?
- If the same thing happens again, how could you behave differently?
- What support do you need? Who can you go to for support?

33. Restorative questions to help those harmed by others actions

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?
- Who can you go to for support?

34. Classroom management arrangements

- Meet and greet learners with positivity and warmth
- Ensure learners follow the learner rules at all times, including mobile phones, food and drink
- Check learners are wearing their ID cards with the picture visible, and hoods are down
 - Make sure learners have their ID cards on when they leave the room for any reason
- Start all lessons on time (even if attendance is poor, do not wait)
- When latecomers arrive
 - If a learner arrives up to twenty minutes later
 - Acknowledge lateness and integrate learner into learning with minimal fuss
 - At some point in the lesson ask them why they were late
 - If a learner arrives more than twenty minutes after the lesson has started
 - Ask them to wait outside the classroom and speak to them about the reasons for their lateness before admitting them
 - Record their lateness on Arbor
- Reinforce that you expect learners to use the bathroom before lessons

- If a learner must leave to use the bathroom
 - Say when you expect them back (within 5-10 minutes maximum)
 - Praise them when they return on time
- Maintain a purposeful environment that sets high expectations and encourages learners to be engaged and challenged
- Finish lessons on time and with a thank you to learners for their efforts

35. How to log behaviour incidents in Arbor

Login to Arbor

- Go to Big Creative Training Arbor portal
- Use your credentials to log in

Navigate to the learner profile

- Use the top search bar to find the learner by name
- Click on the learner's name to go to their profile

Add a behaviour incident

- On the learner's profile, go to the behaviour tab
- Click + add or log incident

Fill in the incident details

- Date and time of the incident
- Location (e.g. classroom, hallway)
- Type of incident (pre-configured, e.g. disruption, fighting, verbal warning, SMC, FMC etc.)
- Severity level (the higher the number the more severe)
- Description – add as much detail as necessary
- Staff Involved – select yourself or others
- Actions taken – detention, phone call home, etc.

Save the Incident

- Click save or submit

The behaviour log will now be saved and visible to designated staff, parents, including pastoral leads or SMT (depending on permissions)

To resolve behaviour incidents

- On the behaviour → incidents page, locate your entry
- Open it to:
 - View / edit details (assigned staff, notes, related actions)
 - Mark as resolved or close it when appropriate

Date Updated	To Review	Responsibility
August 2026	August 2028	AJ



Appendix 1. Disciplinary flowchart





BIG CREATIVE
EDUCATION
APPRENTICESHIPS
TRAINING
ACADEMY

BIG CREATIVE TRAINING
UPLANDS HOUSE
UPLANDS BUSINESS PARK C
LONDON E17 5QJ
TELEPHONE: 020 3873 5800
WWW.BIGCREATIVE.EDUCATION



Appendix 2 - student rules poster

