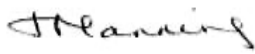




Positive Behaviour and Learner Disciplinary Policy

Policy Ref: TMP24v9

This policy will not discriminate either directly or indirectly against any individual on grounds of sex, race, ethnicity or national origin, gender, sexual orientation, marital status, religion or belief, age, disability, socioeconomic status, offending background or any other personal characteristic.

	Name	Title	Signature	Date
Prepared by	Jackie Manning	Principal		July 2026
	Joanne Wale	Director of Engagement and Wellbeing		July 2026
Approved by	Martin Heaton	CEO		July 2026

Does this Policy require publishing on the College Website? **Yes**
Does this Policy require approval by Board of Governors? **Yes**

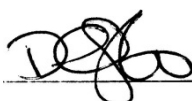
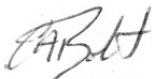
Positive Behaviour and Learner Disciplinary Policy

Policy Ref: TMP24v9

Record of Changes

Version	Issue Date	Changes	Initials
v1	July 2019	Initial issue	JM/CF
v2	July 2020	General procedural review, references updated, formatting changes	JM/CF
v3	July 2021	Annual review, references checked and updated	JM/CF
v4	July 2022	Annual review, references checked and updated	JM/CF
v5	July 2023	Annual review, references checked and updated	JM/CF
v6	July 2024	Annual review, references checked and updated	JM/CF
v7	Jan 2025	Reviewed and amended by Director of Engagement and Wellbeing	JM/JW
v8	July 2025	Annual review, procedure modified	JM/JW
v9	July 2026	Annual review	JM/JW

Board of Governors Approval History

Version	Approved by	Signature	Date
v4	Dominic Kohl, Chairman of the Board of Governors		July 2022
v5	Donna Clayton, Chair of the Board of Governors		Oct 2023
v8	Claire Bolt, Board of Governors		May 2026

Date of Next Policy Review: July 2027

Definition

Throughout this policy document TMP Studios CIC is referred to as 'TMP College'.

'Behaviours of concern' is defined and may present as:

Behaviour of such an intensity, frequency or duration as to threaten the quality of life and/or the physical safety of the individual or others and is likely to lead to responses that are restrictive, aversive or result in exclusion

(Royal College of Psychiatrists, British Psychological Society & Royal College of Speech and Language Therapists, 2007)

Objectives

At TMP College we hold high expectations for learner behaviour, engagement, and achievement. Our Positive Behaviour Support Policy aims to:

- Foster positive behaviours for successful transition into adulthood.
- Cultivate learners' self-worth, identity, and accomplishments.
- Facilitate safe and effective communication of needs.
- Guide staff, learners, parents, governors, and stakeholders in supporting trauma-aware practices, self-regulation, behaviour management and a safe learning environment.
- Establish a unified, evidence-based response to behaviours that is guided by current research.
- Set out a clear framework to assist staff in managing learner behaviour
- Cultivate a culture that honours individual achievements and nurtures a sense of belonging for all stakeholders.
- Recognise the pivotal role of positive and healing relationships in fostering self-regulation and supporting learning.

Encouraging and supporting positive behaviour is a crucial part of enabling TMP College's learners to develop and achieve. This policy is based on the principles of mutual respect, trust between learners and staff and the fostering of a positive learning environment.

Policy Statement

TMP College is committed to equality of opportunity and access for all. We oppose all forms of unfair and unlawful behaviour on the grounds of age, disability, religion or belief, gender reassignment, race, sex, sexual orientation, pregnancy and maternity status in line with the Equality Act 2010¹. TMP College intends to support all learners to achieve and to be well prepared to progress to the next level of learning or into employment.

¹ <https://www.gov.uk/guidance/equality-act-2010-guidance>

Statutory Requirements

This policy aligns with the Department for Education (DfE) guidelines on behaviour and discipline, the Equality Act 2010, Keeping Children Safe in Education, and the SEND Code of Practice. It integrates principles from Positive Behaviour Support and Quality of Life indicators.

The policy draws from a variety of research and evidence-based approaches, including trauma informed and attachment-aware practices, as well as documents, legislation and papers including:

- Improving Behaviour in Schools (EEF, 2019)
- The Mental Capacity Act 2005
- The Equality Act 2010
- The 10 components of Positive Behaviour Support, (Gore, N J et al, 2013)
- Behaviour Support Plan Audit Tool (BILD)
- D. Allen et al "Implementing PBS: changing social and organisational contexts" International Journal of PBS 3, 2, (32-41)

Roles & Responsibilities

Learners

All Learners are encouraged to embrace the Values of TMP College:

- Kindness - Always show kindness / compassion / understanding
- Respect - Respect diversity / promote equality / speak up for yourself and others
- Inspiration - Make your dreams come true / take risks / have courage / embrace differences
- Team - A positive attitude to our work / support each other / communicate openly and often

Learners are also:

- Expected to sign and adhere to the TMP Code of Conduct. (Appendix 1)
- Encouraged to treat themselves and others with dignity and respect.
- Encouraged to raise any wellbeing concerns with their trusted adults.
- Expected to adhere to this policy and any related policies and procedures.

Teaching/Support Team

Teaching/Support Team are expected to:

- Interpret situations without blame, focusing on understanding. Concerning behaviours are addressed positively, considering learners' trauma history and wellbeing.
- Adhere to the graduated response for behaviours of concern.
- Treat all people with dignity and respect.
- Adhere to this policy and any related policies and procedures.
- Engage in relevant professional development to effectively support learners' mental health and wellbeing.

Senior Leadership Team (SLT)

SLT are expected to:

- Promote a culture of mutual respect, trust between learners and staff and the fostering of a positive learning environment.
- Regularly elicit learner voice, through channels such as learner surveys/Student Council etc., to gauge how well mental health and wellbeing are supported within their provision and identify areas for further development.
- Ensure that staff can access relevant training and that it is regularly updated as appropriate e.g. Mental Health First Aid.

Positive Behaviour: Implementation

By implementation of this Positive Behaviour Policy, TMP College aims to:

- Interact with the learners as much as they indicate the need.
- Offer learners lots of appropriate and accessible activities.
- De-escalate a situation and give learners a sense of control by offering them a choice of what to do next.
- Allow our learners to do as much as possible for themselves – sometimes the best support we can give is no support and plenty of time.
- Try to provide the best environment for each student in a flexible way, e.g. quiet areas, taking time out.
- Help learners find solutions and better ways of coping when things are not going well.

Following an incident, staff will have a supportive, respectful conversation with the learner to understand what happened, explore any underlying needs or triggers, and identify strategies to help them move forward positively. The discussion will focus on building trust and agreeing on practical steps to reduce the likelihood of the behaviour recurring while promoting the learner's wellbeing.

TMP uses a graduated approach to behaviours of concern which are all recorded on TMP College's Management Information System (Databridge).

1. Concerning behaviours which do not interfere with learners right to be safe or learn or happen for the first time will be dealt with by Learning Support Assistants/Tutors.
2. Concerning behaviours which begin to impinge on learners' rights will be dealt with by Learning Support Assistants/Tutors. Learners may require a supported time out or other Positive Behaviour strategy. If there is no resolution at this stage, parents/carers could be contacted or escalated to Positive Behaviour lead and team.
3. Concerning behaviours which seriously impinge on learners' rights to be safe and secure dealt with by Positive Behaviour lead and team.

Learner Disciplinary Procedure

In most cases, the implementation of the Positive Behaviour Policy and the graduated approach to behaviours of concern are expected to result in satisfactory improvements in learner behaviour. However, in some cases it may be considered necessary or appropriate for the learner to be placed on a disciplinary pathway.

The disciplinary process follows a 6-stage process which may, in certain situations, result in the learner being withdrawn from TMP College. In most cases the disciplinary procedure described in this policy document will be followed stage by stage. In some cases, it may be necessary to move to higher stages straight away due to the severity of the behaviour.

Where appropriate, learners who receive a disciplinary warning will be referred to pastoral support services. Every effort will be made to support learners to address behaviour to avoid escalation and to ensure that they achieve.

The steps within the Learner Disciplinary Procedure are as follows:

Disciplinary Stages:	Staff responsible for each disciplinary stage:
1. Classroom Management/Interventions	Support Tutor/Curriculum Tutor
2. Informal Warning (Verbal)	Curriculum Tutor
3. Formal Warning (Meeting with minutes)	Curriculum Tutor
4. First Written Warning	Head of Department (with Director of Engagement and Wellbeing, if appropriate)
5. Final Written Warning	Director of Engagement and Wellbeing
6. Final Disciplinary Hearing	Principal and Director of Engagement and Wellbeing
Appeal after Final Disciplinary Hearing	CEO

In most cases, a member of staff identifying or escalating poor behaviour will be involved in the subsequent disciplinary meeting.

Disciplinary stages may be missed, depending on the severity of behaviour. Learners can be suspended at any stage and the level of sanction issued will be decided following an investigation.

TMP College is expected to withdraw learners who have not attended a course or subject on which they are enrolled for 4 continuous weeks without agreeing that absence with the tutor concerned.

1. Classroom Management and Interventions Responsibility: Support Tutor/Curriculum Tutor

When to Use

Classroom management and interventions are used to address behaviours such as the following:

- lateness
- absence
- failure to follow instructions
- non-participation in group tasks
- missed assignment deadlines
- disruptive or unacceptable behaviour
- using a mobile phone in class
- using social media or inappropriate websites not related to tasks by tutor

How to Issue

The Support Tutor/Curriculum Tutor will discuss negative conduct with the learner within 5 days of the event, but usually immediately.

The information should be recorded onto Databridge.

Next Steps

If the learner conducts themselves appropriately following the intervention, no further action will be taken.

If there are repeated incidences of negative conduct within college the learner will progress to Informal Warning.

2. Informal Warning Responsibility: Curriculum Tutor

When to Issue

An Informal Warning may be issued when there is a breach of the Code of Conduct for Learners such as:

- there has been no improvement following support/tutor's class management/intervention
- the learner has behavioural issues around TMP College

How to Issue

The Curriculum Tutor will conduct Informal Warning by:

- meeting with the learner to discuss negative conduct and expectations of the Code of Conduct for Learners
- informing the learner that their conduct has resulted in an Informal Warning intervention
- setting agreed SMART actions
- setting a date to review progress
- meeting with the learner on a set date to review progress

Referrals to be pastoral support to be agreed, if appropriate.

Next Steps

If appropriate progress with the SMART actions has been made by the review meeting, the Informal Warning will end.

If no progress with the SMART actions set has been made by the review meeting, the Curriculum Tutor will pick this up for a Formal Warning.

3. Formal Warning Responsibility: Curriculum Tutor

When to Issue

A Formal Warning may be issued when there is a breach of the Code of Conduct for Learners such as:

- there has been no improvement following support/tutor's class management/intervention
- the learner has behavioural issues around TMP College

How to Issue

The Curriculum Tutor will conduct Formal Warning by:

- meeting with the learner to discuss negative conduct and expectations of the Code of Conduct for Learners
- informing the learner that their conduct has resulted in a Formal Warning Intervention
- setting agreed SMART actions
- record the Formal Warning Meeting notes using Databridge
- setting a date to review progress
- meeting with the learner on a set date to review progress

If appropriate, referrals to pastoral support will be agreed within the Formal Warning Meeting.

Next Steps

If appropriate progress with the SMART actions has been made by the review meeting, the Formal Warning will end.

If no progress with the SMART actions set has been made by the review meeting, the Head of Department will pick this up for a First Written Warning.

4. First Written Warning (See also Appendix 2)

Responsibility: Head of Dept (with Director of Engagement and Wellbeing, if appropriate).

When to Issue

A First Written Warning may be issued when:

- there has been no improvement following a Formal Warning meeting (for conduct described in class management above)
- inappropriate use of IT and / or breach of the IT Acceptable Use for Learners Policy

How to Issue

The Head of Dept will conduct the First Written Warning by:

- meeting with the learner to discuss negative conduct/ review targets not achieved from Informal warning if applicable
- informing the learner that their conduct has resulted in a First Written Warning intervention
- sending a letter to parents/carers (or directly to the learner if 19+), aiming for this to be within 5 working days of the incident
- setting agreed SMART actions
- setting a date to review progress
- meeting with the learner on the date set to review progress

Referrals to pastoral support will be agreed as appropriate and managed by the Head of Department.

Next Steps

If appropriate progress with the SMART actions set has been made by the review meeting, the First Written Warning will end.

If no progress with the SMART actions set has been made, the First Written Warning will be escalated to Final Written Warning.

5. Final Written Warning Responsibility: Director of Engagement and Wellbeing (See also Appendix 3)

When to Issue

A Final written warning may be issued when:

- there has been no improvement following a First Written Warning
- threats to staff or learners
- bullying
- discrimination
- breach of the Equality Policy
- breach of health and safety (e.g. during fire evacuation procedure)
- breaking the rules of an awarding body such as copying someone else's work

How to Issue

The Director of Engagement and Wellbeing will conduct a Final Written Warning meeting

- informing parents/carers (16-18) or learner (19+) of negative conduct inviting them to a meeting to discuss
- meeting with the learner, parent/carer (where appropriate) as agreed
- possibly adding additional SMART actions
- sending a letter to parents/carers (or directly to the learner if 19+), aiming for this to be within 5 working days of the incident
- setting a review date
- reviewing progress on each review date

Next Steps

If appropriate progress with the SMART actions set has been made by the review date the Final Written Warning will end.

If no progress with the SMART actions set has been made by the review date the intervention will be escalated to Final Disciplinary / Dismissal Hearing.

6. Final Disciplinary Hearing - Disciplinary meeting and possible dismissal responsibility: Principal and Director of Engagement and Wellbeing (See also Appendices 4 and 5)

When to Issue

A Final Disciplinary hearing invitation is issued when the learner engages in gross misconduct. The following are examples of gross misconduct in or near TMP College:

- there has been no improvement following a Final Written Warning intervention
- theft, attempted theft or unauthorised possession of any items belonging to TMP College, any learner or employee
- serious damage deliberately caused or attempted to TMP College property
- using illegal drugs or dealing drugs on TMP College premises
- being under the influence of alcohol or illegal substances
- violent, dangerous, abusive, intimidating or indecent behaviour e.g. fighting, threats
- deliberately breaking TMP College's health and safety rules
- intentional breach of TMP College's Equality Policy, e.g. harassing or abusing another learner, member of staff or a visitor to the college. This includes making serious accusations against other learners or staff which are judged, following investigation, to be false
- TMP College reserves the right to suspend a learner if the learner's actions outside college seriously challenge the health, safety or welfare of other learners or members of staff.

How to Issue

The Principal and Director of Engagement and Wellbeing (or nominated member of SLT in the Principal's absence) will conduct a Final Disciplinary meeting by:

- clarifying with the learner that the learner's conduct has resulted in a Final Disciplinary Hearing then informing the learner and parents/carers (16-18yr olds) of the terms of suspension in writing, pending investigation and invitation to a disciplinary hearing
- conducting a Disciplinary Hearing as soon as possible, normally within 2 term time weeks of suspension
- recording the Disciplinary Hearing notes using Databridge.

Next Steps

The Principal may decide to:

- Reinstate the learner to TMP College with SMART targets and a clear action plan. The learner may remain on a Final Dismissal Alert, or the Principal may decide a lower level of warning is more appropriate following the investigation.
- Dismiss the learner from TMP College

6. Dismissal Responsibility: Principal and Director of Engagement and Wellbeing (See also Appendix 6)

When to Issue

Following a disciplinary hearing, the Principal and Director of Engagement and Wellbeing will consider the evidence presented by both staff and learners (and their representatives) plus any witness statements submitted.

How to Issue

The Principal and Director of Engagement and Wellbeing (or nominated member of SLT) will conduct a Dismissal by:

- clarifying with the learner that the outcome of the Disciplinary Hearing is dismissal
- confirming the reason for and terms of the dismissal in writing e.g. whether dismissal applies to one course/ centre/work placement and the length of time the dismissal is valid for.
- Sending this letter to the learner and parents/carers (16-18). If a learner is sponsored by an employer a copy of the letter will also be sent to the employer
- recording the meeting outcome using Databridge
- informing the learner of their right to appeal

Next Steps

Brief details of the case will be retained by TMP College for 5 years after the dismissal date.

TMP College will not allow the learner to re-enrol until the period of the dismissal has passed. This should be a minimum of one academic year.

TMP College reserves the right to take the reason for the dismissal into consideration when deciding, after the period of dismissal has passed, whether the person meets the requirements of TMP College's Admissions Policy.

Appeals (See also Appendix 7)

Where learners have been issued with a Final Written Warning or Dismissal Hearing (including dismissal from college) they have the right to appeal in writing to the CEO (or other named person) within 10 working days.

There are three grounds for appeal:

1. the procedures set out in this document have not been followed, or
2. the learner has new evidence about the case, or
3. the learner believes the decision reached is unfair or unreasonable.

The appeal will be considered by the CEO (or other named person) who will decide the next course of action. If they decide an appeal hearing is required, the learner will be able to state her/his case and can bring another person along (e.g. parent/carer). Legal representation is not allowed. Appendix 7 gives the procedure to be followed at the Appeal Hearing.

At the appeal for dismissal, the terms of dismissal will be reviewed. When the hearing is complete, and after considering all the evidence, the person leading the hearing will state his/her decision:

- to lift the Final Written Warning /Dismissal or
- to vary the terms of the Final Written Warning / Final Disciplinary hearing / Dismissal, for example by replacing the learner's Final Written Warning / Dismissal with a warning or
- to confirm the Final Written Warning/ Final Disciplinary / Dismissal.

The decision of the TMP college panel appointed to hear the appeal will be given to the learner in writing within five working days of the appeal hearing and will be final and binding.

Appendix 1

Code of Conduct for Learners: 2026/27

TMP College aims to provide a safe and supportive environment where everyone can study and work to the best of their ability. Enrolment onto a course means you have joined the TMP College community and are expected to behave accordingly. You have agreed to this by signing the enrolment form. Your continued place on the course depends on following the code of conduct.

I agree to the following:

- I will treat everyone with respect.
- I will treat the building and equipment with respect.
- I will follow all reasonable instructions from staff within a set time.
- I will adhere to health and safety, safeguarding and evacuation procedures when appropriate.
- I agree to the IT acceptable use policy
- I will attend all sessions required for my qualifications.

Appendix 2: First Written Warning Letter

(Learner)

First Written Warning: (Date)

You have been issued with a first written warning for _____. We held a meeting today to explain this to you and to offer you support, should you feel like you need it, to help prevent this happening again.

TMP College has a disciplinary process which, we follow when learner's behaviour does not meet the Student Code of Conduct. This may eventually result in you losing your place at TMP College and being withdrawn from your study programme.

We have discussed this together and agreed the following targets:

- **(Targets)**

We will meet again on **(DD/MM/YYYY)** to review your progress against the above targets. If we feel you have made sufficient progress, this warning will be de-escalated. However, should your behaviour persist then this warning is likely to remain enforced and could lead to the next level warning.

A copy of this warning will be sent home to parents/carers, so that they are aware of the sanctions in place and the support we are offering to help with your progression.

If you wish to discuss this further or need any help or support then please let your tutor, support staff or our welfare team know. We want you to succeed and enjoy your time here at TMP College.

If you have any queries, please call 01942 235999 or alternatively email **(staffname@tmpcollege.org)**.

Head of Department

Appendix 3: Final Written Warning Letter

(Date)
(Learner)

Final Written Warning

You are being issued with a Final Written Warning for:

- **(Reason(s))**

You agreed the following targets:

- **(Targets)**

As a result of your conduct, the Final Written Warning will be activated today and will remain in place until **(DD/MM/YYYY)**. We will meet again on **(DD/MM/YYYY)** to review your progress against the above targets. If you have met the above targets, then the disciplinary level will be reduced accordingly or removed altogether. If you fail to meet the above targets at any time before the review date, you may be suspended until a Final Disciplinary Hearing is held.

TMP College has a disciplinary process which we follow when a learner's conduct does not meet the Student Code of Conduct. A copy of the Code of Conduct is included below. There are six stages to TMP College's Learner Disciplinary Procedure, printed copies of which are available on request. This is stage five of the procedure, and the next stage is a Final Disciplinary Hearing which will be conducted by the College Principal and may result in your dismissal from college.

A copy of this warning will be sent home to parents/carers, so that they are aware of the sanctions in place and the support we are offering to help with your progression.

We expect an immediate improvement to avoid any further disciplinary action. As explained to you in today's meeting, support and guidance from TMP College staff is available to help prevent further issues.

You have the right to appeal this decision within 10 working days of the date of this letter. Appeals must be sent in writing to The Principal.

If you wish to discuss this further or need any help or support then please let your tutor, support staff or our welfare team know. We want you to succeed and enjoy your time here at TMP College.

Yours sincerely

Director of Engagement and Wellbeing

Appendix 4: Suspension Letter

(Date)

(Learner)

I am writing to inform you that you have been suspended from TMP College with immediate effect. The suspension from college is up to and including **(DD/MM/YYYY)** and is to allow us to investigate the following allegations:

- **(Allegations)**

These behaviours culminated in the events of **(DD/MM/YYYY)**. A copy of the Code of Conduct for Learners is enclosed for your reference.

While you are suspended you must not enter any of TMP College's buildings. In addition to this you must not discuss the suspension or related matters without my permission. If you do not follow these instructions, you could possibly be dismissed without a disciplinary hearing.

Whilst allegations have been made no decision about disciplinary action has been taken and will not be made until all the information and evidence has been gathered. Suspension in itself is not a form of disciplinary action. It is simply to allow a full investigation to take place.

We will conduct the investigation in a timely manner and inform you when we have completed this. You will then be invited to attend a hearing where these matters are discussed further.

Yours sincerely

College Principal

Appendix 5: Final Disciplinary Hearing Letter

(Date)

(Learner)

I am writing to inform you the investigation has been concluded into the following allegations:

- **(Allegations)**

We would like to invite you and your parents/carers to a disciplinary hearing on **(DD/MM/YYYY)** at **(time)** with the Director of Engagement and Wellbeing and myself.

Yours sincerely

College Principal

Appendix 6: Dismissal Letter

(Date)

Dear (Learner)

Following the disciplinary hearing of **(DD/MM/YYYY)** I am writing to inform you of the outcome of the hearing. After considering the evidence carefully it has now been decided that you should be dismissed from TMP College effective from **(DD/MM/YYYY)** for the reasons explained to you in the hearing. No further applications from you to enrol as a learner will be considered before **(MM/YYYY)**.

You have the right to appeal this decision within 10 working days of the date of this letter. Appeals must be sent in writing directly to CEO at the following address:

CEO
TMP College
Caroline Street
Wigan
WN3 4EL

Yours sincerely

College Principal

Appendix 7: Appeal Hearing Procedure

Procedure to be followed at an Appeal Hearing against dismissal:

1. The CEO who is leading the hearing (the Chair) will make sure that members of the panel have copies of the records of the case.
2. The Chair will introduce all those present and outline the procedure to be followed.
3. The Chair will ask the learner (or their representative) why s/he is appealing.
4. Members of the panel will ask questions to make sure they have understood all the points made by the learner (or their representative).
5. No witnesses will be called at the Appeal. The decision of the Panel will be reached based on the written record of the Disciplinary Hearing and the written and verbal evidence presented at that hearing.
6. The learner (and anyone with them) will then leave the room while the Appeals Panel members discuss the points made.
7. The Chair of the Appeal Panel may ask the learner/their representative back to answer more questions if some points are unclear.
8. The learner will be told that they will get the result of the hearing in a letter, normally within 5 working days.
9. The Chair of the Appeals Panel may ask members of the learner's course team for advice about special requirements made by certain examination boards or professional bodies.
10. The dismissal will not take effect before the appeal process has been completed.