

## BEHAVIOUR AND ENGAGEMENT POLICY

<b>Audience</b>	All stakeholders – staff, students, trustees, members, parents and carers
<b>Status / review cycle</b>	3 years
<b>Current review</b>	March 2026
<b>Next review</b>	March 2029
<b>Review committee</b>	Strategy and Policy Committee and Full Board
<b>Staff lead</b>	Kate Parsons, Assistant Principal - Student Services and Communications
<b>Trustee lead</b>	N/A

### 1. Introduction

Esher Sixth Form College is committed to creating a culture of high expectations and outstanding achievement. We recognise students as young adults and place a strong emphasis on personal responsibility, mutual respect and positive contribution to the College community.

Our approach to behaviour and engagement is rooted in the College’s values:

- Inclusivity – we actively embrace diversity, ensuring every member of the community is valued, respected and provided with equal opportunities to participate and succeed.
- Community – we cultivate a vibrant, collaborative environment in which all members support one another, contribute positively and share responsibility for collective and individual success.
- Empowerment – we champion autonomy and aspiration, supporting students to take ownership of their behaviour, engagement and future pathways to achieve their full potential.

This policy applies to all students in all College-related contexts, including on campus, in the surrounding community, during off-site activities and in online environments. It is an overarching policy, separate procedures set out operational steps relating to Academic Engagement, Fitness to Study, Misconduct, Exclusions and Appeals.

### 2. Aims

- Set clear expectations for behaviour, academic engagement, attendance and punctuality that reflect the responsibilities of students as young adults.
- Provide a clear and transparent framework for identifying and addressing concerns relating to academic engagement, misconduct and a student’s fitness to study.
- Enable staff to apply the policy confidently and consistently, with clear roles and responsibilities, in the best interests of students

### 3. Roles and Responsibilities

- **Students:** all students are responsible for adhering to this policy to maintain a safe, respectful College community. This applies to all College related activities, on or offsite, when in the surrounding community and online conduct. All students sign and must adhere to a Student Contract and Code of Conduct which set clear expectations for behaviour and engagement.
- **Staff:** all staff have a responsibility for implementing this policy to maintain positive student behaviour and engagement.
- **Parents and Carers:** are responsible for supporting their students in maintaining positive behaviour and engagement with their study programme, in line with the Student Contract.

- **Tutors and Subject Teachers:** are responsible for Level 1 and 2 Academic Engagement Concerns.
- **Heads of Department/Course Leaders:** can place a student on a Level 3 Academic Engagement Concern or Level 2 or 3 Misconduct.
- **Tutor Team Leaders:** Oversee Level 3 and 4 of Academic Engagement Concerns and Levels 0-4 of Fitness to Study. Quality assures tutor activity relating to Level 2 interventions. Can take the lead on cases of misconduct up to Level 4.
- **Director of Student Development and Behaviour:** Oversees Academic Engagement Concerns between Level 3 and 5. Can take the lead on cases of misconduct at any level.
- **Director of Safeguarding and EDI:** Oversees the Fitness to Study and Reasonable Adjustment process and manages cases at Level 5. Can take the lead on cases of misconduct at any level.
- **Divisional Directors:** can place a student on a Level 4 Academic Engagement Concern or Level 4 Misconduct.
- **Assistant Principal – Student Services and Communications** is responsible for ensuring this policy is updated and fit for purpose in line with DfE guidance. They have also been delegated by the Principal to ensure that policy and procedures are followed by all staff when dealing with the exclusion of a student. Can take the lead on cases of misconduct at Level 5.
- **Principal:** is responsible for ensuring these policies and procedures are implemented and sufficient resources and training are allocated to staff to manage student engagement and behaviour.
- **Academy Trust Board:** is responsible for ensuring the College has appropriate policies and procedures which promote high standards of behaviour and engagement amongst our students.

#### 4. Behaviour and Engagement Framework

Behaviour and Engagement Pathways						
	Academic Engagement		Fitness to Study and Reasonable Adjustment		Misconduct	
LEVEL	Intervention	Staff	Intervention	Staff	Intervention	Staff
0	Initial Concern	Teacher/Tutor	Assessment and Reasonable Adjustment	Tutor Team Leader		
1	Subject Teacher Concern	Teacher				
2	Tutor Concern	Tutor			Misconduct Level 2	Head of Department
3	Formal Concern	Tutor Team Leader/Head of Department	Fitness to Study Concern	Tutor Team Leader	Misconduct Level 3	Head of Department/Tutor Team Leader
4	Continuing Formal Concern	Tutor Team Leader/Divisional Director	Fitness to Study Continuing Concern	Tutor Team Leader	Misconduct Level 4	Tutor Team Leader/Director
5	Director Concern	Director of Student Development and Behaviour	Fitness to Study Director Concern	Director of Safeguarding and EDI	Misconduct Level 5	SLT/Director of Safeguarding and EDI/Director of Student Development and Behaviour

- **Academic Engagement Procedure:** interventions actioned in response to concerns related to participation in class, submission of work, attendance and punctuality.
- **Fitness to Study and Reasonable Adjustments Procedure:** actioned in the case of the more complex support needs of students who have documented mental or physical health issues that are affecting their ability to engage with their studies.
- **Misconduct:** A breach of the Student Contract or Code of Conduct, while on the College campus, within the surrounding community, during the College day or while engaged in College-related activity offsite or online.

Interventions are actioned at levels 0-5, with Level 5 being the most serious. Full details of each pathway can be found in the relevant procedure. A student may be subject to interventions on more than one pathway and students can transfer from Academic Engagement and Fitness to Study at the same level and vice versa if deemed appropriate.

## **5. Reasonable Adjustments**

- Reasonable adjustments are practical changes the College makes to remove or reduce a substantial disadvantage experienced by disabled students (as defined by the Equality Act) in accessing learning, College services or participating in College life.
- In determining what is reasonable, the College will take account of the likely effectiveness of the adjustment, and the resources available to the College (including staffing, timetabling and cost) as well as any significant impact on other members of the College community. Some adjustments may be agreed through routine student support arrangements; more complex adjustments will be coordinated through the Fitness to Study and Reasonable Adjustments process.

## **6. Suspensions and Exclusions**

- At Level 5 of Academic Engagement, Fitness to Study or Misconduct, a student becomes at risk of permanent exclusion. This is a last resort and only considered in the most severe cases where a student's place at the College has become non-viable either due to significant low levels of engagement, attendance to the College presenting a risk to the student or others or a fundamental breakdown in trust between the College and a student due to an incident of gross misconduct.
- Further information relating to this and the appeals process can be found in the Exclusions and Appeals Procedure.

## **7. Linked documents:**

- Academic Engagement Procedure
- Fitness to Study and Reasonable Adjustment Procedure
- Misconduct Procedure
- Exclusions and Appeals Procedure
- Student Contract and Code of Conduct
- Safeguarding and Child Protection Policy