

FE Learner Engagement and Positive Behaviour Policy

Our Mission

Raising Aspirations, Unlocking Potential, Advancing Futures

Our Values

Excellence, Passion, Team Work, Integrity, Innovation,
Sustainability, Valuing Others and Supportiveness

Sparsholt College Group

The Sparsholt College Group (the College Group) includes Sparsholt College, Andover College, University Centre Sparsholt, Sparsholt College Services, Westley Enterprises and Andover Town Football Club. College Group policies apply to each part of the group unless specified otherwise.

The *FE Learner Engagement and Positive Behaviour Policy* was reviewed and approved by the Board of Governors in July 2026 and supersedes previous versions.

Originators:	Director of Inclusion and Student Experience, Vice Principals Curriculum
Located:	College Group Intranet College Website
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FE LEARNER ENGAGEMENT AND POSITIVE BEHAVIOUR POLICY

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FE LEARNER ENGAGEMENT AND POSITIVE BEHAVIOUR POLICY

This document is part of Sparsholt College Group's Inclusion Framework, which ensures that every learner is Known, Valued and Supported

1. **POLICY STATEMENT**

This policy sets out how Sparsholt College Group supports learner engagement, progress and behaviour through an inclusive, trauma-informed and relational approach. It aligns with the College's commitment that every learner is: **Known – Valued – Supported**.

This policy combines both performance and conduct procedures and provides a single, integrated framework for addressing:

- Attendance
- Engagement
- Academic progress
- Behaviour
- Participation in other aspects of college life

Where conduct concerns involve interactions between Further Education (FE) and University Centre Sparsholt (HE) learners, this policy applies to FE learners. Concerns related to HE learners will be managed under the University Centre Sparsholt Student Conduct Policy.

In the case of a 14-16 learner, College staff should liaise with the school contact to discuss any concerns regarding a young person's conduct in relation to the expectations outlined in the SLA. It is the school's responsibility to implement any sanctions in accordance with their own procedures as the learner is on roll at their school.

2. **PURPOSE**

The purpose of this policy is to:

- Ensure all learners are supported to succeed and progress
- Provide a clear and consistent process for staff, learners and parents/carers
- Promote early identification of need and timely intervention
- Ensure concerns are addressed through support-led, proportionate and fair processes
- Maintain high expectations alongside high support
- Provide a clear and credible framework for decision-making, including where continuation on programme is reviewed

This policy supports and reinforces the expectations set out in the FE Student Code of Conduct.

3. PRINCIPLES

The key principles that underpin the policy are mapped out in the College's Learner Inclusion and Support Policy. Our focus is on ensuring every learner is Known, Valued and Supported.

Known

Concerns about engagement are treated as potential indicators of inclusion need. Learners are understood as individuals through a range of approaches including:

- Effective transition processes and information sharing
- Learner voice and ongoing dialogue
- Group profiles and curriculum knowledge of learners
- Inclusive Teaching Plans (ITPs), where applicable
- Progress reviews and support plans where applicable
- Team Around the Student arrangements for learners requiring coordinated support

Not all learners will require formal support plans; however, all learners will be known through consistent teaching practice, monitoring and engagement.

Valued

Learners are treated with dignity, respect and fairness. Behaviour is addressed without making assumptions. Learners are:

- Listened to
- Involved in decision making, where appropriate
- Supported to reflect and improve with support from the College

Supported

It is essential that learners are supported throughout the implementation of this process. Interventions to address any concerns should be:

- Proportionate
- Personalised
- Evidence-informed

Through the consistent application of these principles, the College maintains a safe, respectful and inclusive learning environment in which expectations for behaviour are clear and consistently applied. The College expects and will work with its learner community to ensure that it is free from disruption, bullying, harassment, discrimination and violence, enabling all learners to engage, feel safe and succeed.

4. EXPECTATIONS

The College expects all learners to:

- Attend regularly and punctually
- Engage positively with learning including work placement/experience
- Complete work to the best of their ability
- Treat others with respect
- Follow the Student Code of Conduct

The College commits to:

- Early and proactive support
- Fair, transparent processes
- Clear expectations and communication
- Decisions that prioritise learner success and wellbeing

Where learners do not engage with agreed support and expectations, clear decisions will be made about the most appropriate pathway to support success.

5. THE GRADUATED SUPPORT PATHWAY

It is not always necessary to follow each stage sequentially. Where concerns are significant, or where there is a risk to the learner or others, the College may move directly to a later stage. The pathway has four stages – Support Conversation, Targeted Support Plan, Team Around the Learner and Intensive Support Review Panel. Further details can be located in the supplementary guides for staff and learners, parents and guardians.

Where a parent/guardian is invited to the meeting, a period of 5 working days notice should be given to enable attendance to the meeting. However, if no response is received or a parent/guardian is unable to attend for a period of time longer than the 5 working days then the meeting should still take place to ensure that discussions and support can be implemented in a timely manner. Parents/guardians should receive, in writing, the outcome of the meeting including the agreed support plan within 2 working days.

Stage 1: Support Conversation

When used:

- Early concerns (such as attendance, behaviour, engagement, progress)

Led by:

- Any member of staff that works with the learner can conduct a Support Conversation. This should be completed by the staff member who raises the concern. For example, if a learner has not been able to submit work or attend a lesson, the teacher would be the most appropriate person to have the support conversation

Process:

- Member of staff will ensure a suitable location and time for the discussion as near as possible to the when the concern took place.

- Discussion with learner will include clear reasons for the need for the support conversation
- During the support conversation staff will explore barriers and potential inclusion needs to help develop an understanding of why the concern has taken place
- The learner and staff member will agree on clear action points.

Recording:

- The member of staff is responsible for ensuring that the information and actions from the Support Conversation are entered on the learners ProMonitor page and that the learners Progress Coach is informed.

Review:

- Staff who raised the Support Conversation are responsible for reviewing progress against the agreed actions, typically, within 2 weeks.

Stage 2: Targeted Support Plan

When used:

- Limited improvement following the Supported Conversation in Stage 1
- Additional concerns such as acting in an unsafe manner, minor vandalism or language that could be discriminatory

Led by:

- Any member of staff can raise concerns or request that a Targeted Support Plan is required. The meeting will be chaired by the Curriculum Leader in conjunction with progress coach

Process

- A structured meeting should take place.
- Co-produced success plan is developed with input from the learner and staff
- Parents/carers of learners under 18 will be informed and involved.
- For learners aged 18–21, involvement must be sought with consent from the learner
- For vulnerable learners aged 18–24, such as those with an EHCP, parents/carers or support networks involved where appropriate

Recording:

- The Curriculum Leader is responsible for ensuring that the information and actions from the Support Conversation and the learners Success Plan are entered on the learners ProMonitor page and that the learners Progress Coach (if not involved in the meeting) and teaching staff are informed.

Review:

- The Progress Coach and Curriculum Leader are responsible for reviewing progress against the agreed actions, typically, within 2 weeks.

Stage 3: Team Around the Learner

When used:

- Persistent or complex concerns – this stage may follow a stage 2 but, in some situations, where there is a risk to safety, wellbeing, or the learning environment, the College may need to act quickly and move directly to this stage

- This could include bullying, reckless behaviour, language or behaviour that is offensive in its nature.
- Limited improvement following the Supported Conversation in Stage 2

Led by:

- Any member of staff can raise concerns or request that triggers a Team Around the Learner Meeting. The meeting will be chaired by the Assistant Principal or Residential Support Manager

Process:

- A multi-disciplinary meeting including (where appropriate) wellbeing, learning support, external agencies.
- Success plan is reviewed and adapted
- Parental or Guardian Involvement as with stage 2

Recording:

- The Assistant Principal is responsible for ensuring that the information and actions from the Team around the Learner meeting and the updates to the learners Success Plan are entered on the learners ProMonitor page and that the learners Progress Coach (if not involved in the meeting) and teaching staff are informed.

Review:

The Progress Coach and Assistant Principal are responsible for reviewing progress against the agreed actions, typically, within 2 weeks.

Stage 4: Intensive Support Review Panel

When used:

- When a learner is at risk of not completing their programme, or where their engagement or behaviour is having a clear negative impact on their own progress or the learning or wellbeing of others. Serious concerns such as possession or consumption of alcohol, health and safety breaches, assault, sexual misconduct, possession of a dangerous object, plagiarism or misuse of AI, failure to meet work placement hours, downloading, sending or sharing offensive materials
- Any member of staff can raise concerns or request that triggers a Team Around the Learner Meeting. The meeting will be chaired by the Assistant Principal or Residential Support Manager
- Limited improvement following the Supported Conversation in Stage 3

Led by (and Panel Composition)

- This stage will be chaired by an Independent Manager (e.g. Assistant Principal or Manager from another area) for curriculum specific concerns. For Residential concerns, this stage will remain chaired by the Residential Support Manager
- Curriculum staff, where appropriate
- Progress Coach, where appropriate
- Inclusion/Wellbeing/Learning Support, where appropriate
- Relevant specialists, where appropriate
- An advocate of the learner if they have requested one

Process:

- A multi-disciplinary meeting including (where appropriate) wellbeing, learning support, external agencies.
- This process is chaired by an independent manager for curriculum concerns who has not had involvement with the learners journey up to this point. The focus is on understanding whether any other avenue of support needs to be explored before any final decision is made.
- Parental or Guardian Involvement as with stage 3
- The outcome of this stage will be one of the following:
 - Continuation with extensive support
 - Adjustment to the learners study programme
 - Temporary pause on learning
 - Withdrawal from College
 - Withdrawal from Residential

Recording:

- The Chair is responsible for ensuring that the information and actions from the Intensive Support Review Panel is entered on to the learners ProMonitor page and that the learners Progress Coach (if not involved in the meeting) and teaching staff are informed.

Review:

- If an outcome is that the learner continues at College, the Chair will review their progress against the agreed actions, typically, within 2 weeks.

Where a learner is asked to leave a study programme due to no other alternative being available at the College, we will support progression through advice, guidance and referral to appropriate next steps. The outcomes for the stage 4 meeting must be communicated in writing within 5 working days to both the learner and parents/guardians.

6. **SUSPENSION**

In some circumstances, it may be necessary to take immediate action to manage risk whilst concerns are reviewed. This may include temporary suspension. This is a preventative measure used to:

- Ensure the safety and wellbeing of learners, staff and the wider College community
- Prevent disruption to learning, behaviour is significantly disrupting the learning of others
- Allow time for a situation to be understood and appropriately managed

Suspension is not a disciplinary sanction. The decision to suspend a learner will be made by an appropriate member of staff (Assistant Principal, Vice Principal or Senior Post Holder) and will be proportionate to the level of risk.

Where a learner is suspended:

- The learner will be informed of the reason for the suspension
- Parents/carers will be informed for learners under 18, and for others where appropriate
- Written confirmation will be provided on the day of suspension that includes:

- Reason for suspension
- Next steps
- Details of any relevant meetings or review

Where possible, the College aims for suspension to be kept to a minimum. The College will support the learner to continue their learning during the period of suspension.

Suspension may lead to:

- Further support and review through the Graduated Support Pathway
- A Team Around the Learner meeting
- An Intensive Support Panel where appropriate

7. CONSIDERATION OF ALTERNATIVE PROVISION OR EXCLUSION

In a small number of cases, despite appropriate support, it may be necessary to consider whether a learner's current programme or arrangements remain suitable. This will only be considered where:

- The level or nature of concern presents a significant risk to the safety, wellbeing or learning of the individual or others
- There is evidence of continued difficulty in meeting expected standards of conduct, despite appropriate and sustained support
- A learner's behaviour or circumstances indicate that an alternative learning, support or living arrangement may be more appropriate

This may include, but is not limited to, support to transfer to another education or training provider. Exclusion from elements of the study programme, exclusion from College accommodation or transport or permanent exclusion from the College.

These decisions are not taken in isolation and form part of a broader consideration of what is most appropriate to support the learner's progress, safety and longer-term outcomes. Where such decisions are being considered the learner should be fully involved in the discussion and parents/carers/employers will be included, where appropriate.

8. DECISION MAKING AND OUTCOMES

Decisions made in response to concerns about learner conduct are not legal proceedings; however, they will always be fair, proportionate and consistently applied. When considering outcomes, the College will consider all available information, including any mitigating circumstances. Decisions will be based on the balance of probability and informed professional judgement.

The focus of any outcome is to support the learner to improve, maintain a safe and respectful learning environment and/or enable all learners to engage and succeed.

In determining appropriate outcomes, consideration will be given to:

- Safety, health and wellbeing of all learners, staff and the wider College community
- Impact of the behaviour on others, including staff
- Context in which the behaviour occurred
- Extent to which the learner takes responsibility and is able to reflect and improve
- Effectiveness of support already provided
- Need for consistent expectations and responses across the College
- Importance of maintaining a purposeful learning environment
- Protection of College property and resources

In all cases, consideration will be given to the individual circumstances of the learner. This includes any factors that may influence behaviour, such as additional learning needs, medical or mental health needs or personal circumstances. This ensures that responses are proportionate, appropriate and aligned with the College's commitment to inclusion.

9. APPEALS

Learners, parents and guardians may appeal decisions made under this policy. Appeals will be heard by a member of the Strategic Leadership Team who has not been involved in earlier stages of the process. Any appeal should be put in writing within 10 working days of receiving confirmation of the decision. Any letter of appeal should clearly set out the grounds:

- New evidence
- Procedural irregularity
- Disproportionate outcome

The outcomes of an appeal may be that:

- The findings are upheld and the sanction/exclusion is appropriate
- The findings are upheld but the sanction/exclusion is amended
- The findings are flawed due to failings in the original hearing or because new evidence has come to light and the sanction/exclusion is overturned

The outcome of any appeal is final.

10. INCLUSION

Where behaviour is linked to an inclusion need the College will support the learner and adjustments will be implemented where possible. However, the expectations remain in place in terms of learners complying with what is expected of them. Where a safeguarding risk is identified, the Safeguarding Policy applies which may override this process. Where a physical or mental health condition is the reason for the concern, the College's Fitness to Study policy and procedure will be implemented and will override this process.

11. CRIMINAL OFFENCES

Where there is reason to believe that a criminal offence may have been committed, the College will take appropriate action to ensure the safety of learners, staff and the wider community. This may include referral to the Police, implementation of safeguarding procedures in line with the Safeguarding Learners Policy or the temporary removal from College activities where necessary to manage risk. Decisions will be made by an appropriate senior member of staff and will be proportionate to the level of risk and the information available.

Where incidents occur outside of College, the College may take action where there is a potential impact on the safety, wellbeing or reputation of the College community. The College will work with learners, parents/carers, and external agencies, including the Police, to manage risk and support continued engagement in education wherever possible. See **Appendix A** Learner Self-Declaration Form Sparsholt College and Andover College.

12. RETURNING LEARNERS

For learners returning in a new academic year who have previously required a high level of support, a Success Plan may be put in place. This will be completed by the Progress Coach or Apprenticeship Liaison Officer and recorded on ProMonitor. The purpose of this plan is to ensure a supported and successful transition into the new academic year. Learners will be closely supported and monitored during the initial period (including the Flying Start programme), with progress reviewed at an early stage (typically within the first 4 weeks).

Where there are ongoing concerns linked to previously identified behaviours, this will be addressed through:

- Continued support and review
- Clear expectations and agreed actions
- Consideration of whether the current programme remains appropriate

Where necessary, a formal review meeting may be held, involving relevant staff and chaired by the Assistant Principal, to determine the most appropriate next steps in supporting the learner's progress.

13. TRAINING MONITORING AND OVERSIGHT

The College will ensure that staff involved in formal decision-making are appropriately prepared and supported to carry out their role effectively. This includes access to relevant training and guidance to promote fair, consistent and proportionate practice.

The College will routinely review patterns and trends in the use of higher-level interventions as part of its quality assurance processes. This information will be reported to senior leaders and the Board of Governors on a regular basis and will include consideration of equality and inclusion. This oversight supports the College in:

- Maintaining consistency in decision-making
- Identifying any emerging trends or concerns
- Ensuring that practice remains fair, inclusive and aligned with College principles

14. COMPLAINTS

Complaints about the way the policy and procedure is implemented should be made in writing to the Vice Principal Curriculum who will identify a manager at the appropriate level to investigate the complaint. A copy of the complaints policy is located on the Sparsholt College website, Policies and Reports | Sparsholt College Hampshire.

15. ASSOCIATED COLLEGE POLICIES

The following College policies relate to the FE Learner engagement and Positive Behaviour Policy:

- Learner Inclusion & Support Policy
- FE Student Code of Conduct
- Safeguarding Learners Policy and Procedures
- Fitness to Study Policy
- SEND Policy
- Supporting Learners with Medical Conditions
- FE Learner Residential Handbook
- IT Policy (including acceptable use)

Appendix A

Learner Self-Declaration Form Sparsholt College and Andover College



Wellbeing

Disclosure of arrest, caution, offences, convictions

Please complete and return within Word. You may password protect if you wish.

Please provide the following information for each charge:

- The type of offence (imprisonment, fine, probation order, supervision order, YOT, caution etc.)
- The date of conviction, court date if pending, length of the sentence and further details
- Your age at the time of the commission of the offence
- An explanation of the circumstances of the offence
- The country in which the offence was committed.

Your contact details:

Name:

Address:

Email:

Telephone number. Mobile:

Landline:

What is the offence:

The date of conviction: court date if pending, length of the sentence and further details

Your age at the time of the commission of the offence:

Please continue overleaf
An explanation of the circumstances of the offence:
The country in which the offence was committed:
Type and length of sentence imposed , including for example, imprisonment, fine, probation order, supervision order, caution YOT, probation etc:
When does the conviction becomes spent:
Contact details of your probation officer or any support workers:
Name: Position: Address: Email: Telephone number. Mobile: Landline:

Consent Form

Data Processing Consent

I(Name), hereby give my consent to the personal and sensitive personal data about me contained in this Disclosure Form being processed by the College in accordance with its Disclosure of Unspent Convictions Procedure.

Signed:.....Date:.....

The Rehabilitation of Offenders Act 1974

For full information on spent periods, please see the Nacro website:

[The Rehabilitation of Offenders Act](#) | [Criminal record advice](#) | [Nacro](#)

* Where Under 18 Learners are referred to within this document, this is meant to include all Learner who are under the age of 18 at the commencement of the academic year.

** This policy refers to all Further Education (FE) Learners and Apprenticeship programme

APPENDIX B

GATHERING INFORMATION AND UNDERSTANDING EVENTS

This appendix supports the FE Learner Engagement and Positive Behaviour Policy by setting out how staff should gather information and develop an accurate understanding of events when concerns arise.

The aim is to ensure that all decisions are:

- Fair
- Proportionate
- Informed
- Aligned with a trauma-informed and inclusive approach

In most situations, particularly at early stages of concern, staff should prioritise informal and relational approaches. Staff should:

- Speak directly with the learner(s) involved
- Use open and non-judgemental questions, for example:
 - “Can you talk me through what happened?”
 - “What was going on for you at that time?”
- Listen to the learner’s perspective
- Clarify facts without making assumptions
- Consider context, including:
 - any inclusion need
 - wellbeing factors
 - external influences

Where appropriate, staff may also:

- Speak with other staff who have knowledge of the learner
- Consider patterns of behaviour or engagement

For more complex or ongoing concerns, staff may need to gather additional information in a structured way.

This may include:

- Accounts from learners involved
- Input from curriculum staff or support teams
- Communication with parents/carers (where appropriate)
- Review of relevant evidence (e.g. CCTV, messages, etc)

This process may be coordinated by:

- Progress Coach
- Curriculum Leader
- Wellbeing or Safeguarding team

In more serious situations (e.g. Stage 3 or Stage 4), a more formal approach may be required to ensure fairness and clarity.

This may include:

- Written accounts or statements
- Collection of multiple perspectives
- Review of available evidence (e.g. CCTV where appropriate)

Where concerns indicate a safeguarding risk:

- Staff must follow the Safeguarding Learners Policy
- Safeguarding procedures may take priority over standard processes
- Information should be passed to the appropriate safeguarding lead promptly

Staff must ensure that relevant information is:

- Recorded clearly on ProMonitor
- Factual (what was seen, heard or reported)
- Free from assumptions or personal judgement
- Sufficient to support decision-making

APPENDIX C

Witness statement - STUDENT

This **witness statement** is a document to record your evidence. You sign this statement at the bottom to confirm that the contents of this **statement** are true. Your **statement** should be an accurate record of what you (**the witness**) actually saw, heard or felt. It **must not** include hearsay (hearsay is something someone else has told you and not something you saw, heard or felt yourself) or what you believe to be true, it should include only fact.

Learner's full name:

ID number:

Bus Route (if relevant):

Progress coach name:

Student mobile telephone number:

Statement:

Once completed, please return this Witness Statement to your Progress Coach, either a physical copy or scanned in and attached to an email. Please also email to them any screenshots, emails or other evidence that you may have.

Please include full names and descriptions of any other people involved (include clothing, hairstyles, glasses, hats etc.) State exactly where the incident took place, the time it happened and name any witnesses. Please be as detailed and accurate as possible so that we can support you fully and check our CCTV footage.

Date, time, location of incident:

Continue overleaf if needed – if not please sign below

I believe that the facts stated in this witness statement are true:

Signed by the witness:

Dated:

Statement continued:

I believe that the facts stated in this witness statement are true:

Signed by the witness:

Dated: