

# **Management policy behavior positive**

## **1. Introduction**

There are many forms of behavior that can affect the a student's permanence at the university. Our goal is ensure that students stay in college, complete their studies and reach their full potential. Therefore, management of the behavior should always be considered as a supportive measure, with actions to address and modify behavior. By assessing the behavior of any student, an approach will always be adopted holistic that considers all aspects of university life and factors external; this will cover social, economic and mental health needs.

1.1. We will promote positive behavior management through a clear and consistent approach, focusing on preventing inappropriate behavior through effective techniques. All staff, both teaching and business support, have a responsibility to promote positive behavior and well-being through their own conduct and their interactions with students.

1.2 The objective is for Dō University to implement a support policy for behavior management that supports students through a series of phased interventions that ensure that they are aware of their responsibilities, have the opportunity to learn from their behavior and make positive changes to achieve its goals. Dō University expects all staff and students promote tolerance and mutual respect.

1.3. The student referral procedure is an important aspect of student support. The principles that govern it are to support the student to take responsibility for his or her own learning and behavior, and facilitate their recovery process

when a problem or difficulty has been identified. Therefore, the student referral procedure should be considered a positive process. This process will consider, where appropriate, the socioeconomic and mental health needs of the student.

1.4. The purpose of this procedure is to facilitate the timely resolution of any difficulties experienced by a student and thus help prevent problems from escalating until it becomes too late for remediation. The process covers how the College handles situations where there is concern for a student's well-being and how this will affect their ability to study at the College and the impact on themselves and others.

1.5. If a student is found to have violated the College rules, the expected behaviors or the values of the university community, may impose sanctions as part of the support established through of the derivation process.

## **2. Beginning**

2.1. The University Group has a clear set of expected behaviors of students, who support British Values Fundamentals. These behaviors are detailed to the students during induction and throughout the academic year. These responsibilities are discussed with students regularly, both in class and through of support. Processes such as one-on-one with Pastoral Support Tutors and course team.

2.2. The management of student behavior, both in class and outside of it, is responsibility of all staff. The University Group is committed to implement a continuous training and development program for keep management skills and knowledge up to date behavior of all staff, in order to support the strategy of Positive Behavior Management.

2.3. All behaviors are included within the scope of this policy.

We use categories A, B and C to record incidents or reasons for concern: Attendance, Behavior and Engagement.

2.4. This policy also applies to the inappropriate use of tools

artificial intelligence to falsify the human image. This includes, among others others, the use of text, images and videos, both in student work as in general conduct related to...

Online activity and cyberbullying.

2.5. Applies to the conduct of all students and to all areas of the

College, including extra-classroom activities, internships, College-managed accommodation, trips and external activities, and the vicinity of the College.

2.6. Student behavior can be strongly influenced

by the behavior of staff; the way we prevent and how we respond to situations can significantly influence the outcome result.

2.7. If concerns are identified relating to a student's behaviour as a safeguarding

measure, this will be addressed through theProtection of students, apprentices, education higher and at-risk adults who areon the staff intranet. Safeguarding

Intervention may be part of the referral process.

2.8. This document describes the escalation of severity through the student referral process.

Students can begin the process at stages other than 1, depending on the severity of the problem or concern. For example, acts of discrimination, harassment or victimization, substance abuse, Violence and property damage are considered a serious concern and may require a direct transfer to a higher level.

2.9. Students may move up or down the ladder based on their progress.

Students can also be removed from referral at any time. time, at the discretion of the referring officer.

2.10. Students receiving support through referral have the right to be accompanied by their parent or guardian (if they are under 18). The School encourages the support of parents or guardians in this process and will invite them in writing to any initial referral and to Stage 2 and subsequent reviews, unless there is a good reason related to the student's safety not to do so. This is done in conjunction with

The university group Data Protection Policy.

2.11. If a student has not authorized the University Group to contact his/her parents or guardians, but the School considers that this is in its best interest, may initiate the Legitimate Interest Assessment process (Annex A) to Obtain appropriate external support in stage 3 referrals or 4.

2.12. When a reference is used to support a learner, the The employer will also be informed and invited to attend the reference at stage 2 or higher.

2.13. A member of the Additional Support team will be invited to a meeting when a student requires support at the meeting.

2.14. Meetings should be held at a time and place that, to the extent possible, possible, are acceptable to all parties. Where appropriate, will invite relevant colleagues to the meeting, for example, from the International, A Levels, Additional Support, Protection departments and Well-being and Accommodation.

2.15. If a student does not attend, the chairperson will decide whether the meeting will be held in his or her absence or rescheduled. Any meeting may only be rescheduled once before it is due to be carried out in absentia of the student to ensure timely support intervention.

2.16. All referral records are kept in the support system for S3 derivations and details of all aspects of the interventions. The objectives established during the process of referrals will also be displayed on the student's profile in the Space C, which will allow you to take responsibility for your goals.

2.17. This procedure shall be applied objectively and without discrimination, in accordance with the policies and procedures of Equality, Diversity and Inclusion of the University Group.

### **3. Report incidents and concerns**

3.1. In most cases, the staff member should initially address concerns related to a student's behavior. If the problem persists or the student does not meet the standards expected behavior, a Incident or reason report concern Must be completed using the online reporting system.

3.2. Any member of the university community may complete a S3 incident report or cause for concern to report a concern about any student.

#### **3.3. Incident Reports and Cause for Concern forms**

Completed forms will be submitted electronically through the S3 Tutor system to the corresponding Pastoral Support Tutor. All forms of Incidents will also be sent to the Pastoral Support Manager corresponding to each of the university sites will be registered and will be centrally monitored by teaching managers and learning will receive a copy of any incident report.

### **4. Referral procedure and documentation**

4.1. After receiving an Incident Form or Reason Form of Concern, the Pastoral Support Tutor/equivalent support role (Apprentice Tutor, Higher Education Tutor, Learning Mentor) 14 to 16 years old or Personal Guardian) will initiate the referral process or meet informally with the student to address the incident or concern. will decide the most appropriate referral stage and the meeting will be scheduled within 10 business days.

The Pastoral Support Tutor will notify the International Operations or Accommodation Department when receiving a report of an incident or cause for concern for a university or international student.

#### **4.2. Stage 1**

4.3. The Pastoral Support Tutor (or equivalent) will meet with the student and their reporting teacher/staff member (if applicable and where possible) as soon as possible, but no later than 5 working days after receiving the Incident/Concern Form.

4.4. At the meeting, the chairperson will discuss the reasons for the referral, will consider the student's progress and any mitigating factors or external. A summary of the issues addressed in the meeting will be included. referral of the student(s) to S3, along with the agreed objectives to address or resolve them. A review date will be agreed upon. (usually two weeks after the initial referral).

4.5. The review meeting will be held as agreed, and if the problem persists or the student fails to meet the agreed-upon objectives, Stage 2 of this procedure will be initiated.

4.6. If the objectives are successfully met, the student will be discharged from the stage.  
1. If they are partially fulfilled, the director may extend or adapt the objectives for a new review period (usually two weeks).

4.7. A maximum of two reviews may be performed before the student should be referred to stage 2 to receive support additional or be discharged from the referral.

#### **5. Stage 2**

5.1. The student will be referred to his/her Teaching Coordinator and Learning (CAE) by the corresponding Pastoral Support Tutor (or equivalent). The Coordinator will submit a report to the CAE at least one business day before the meeting, detailing the reasons for the referral.

5.2. The TLM is responsible for chairing the meeting in accordance with paragraph 4.4, and the Pastoral Support Tutor or equivalent will complete the S3 log or equivalent during the meeting. The TLM will meet with the student as soon as possible, but will not...

no later than 10 working days after receipt of the Report incident, cause for concern, or escalation request.

5.3. The review meeting will be held as agreed, and if the problem persists or the student fails to meet the agreed objectives, Stage 3 of this procedure will be initiated.

5.4. If the objectives are met, the student will move on to Stage 1 of the process. of derivation or may be removed from it, at the discretion of the Derivation Chair.

5.5. If the concern raised relates to the student's aptitude for study, a member of the Wellness Team will be invited to the meeting. Appropriate university and external services will be explored, along with with any reasonable adjustments. The student will be explained how how the procedure works and what the next steps will be.

## **6. Stage 3**

6.1. The Pastoral Support Tutor (or equivalent) will refer the student to the appropriate Head of Learning (JAE) or Senior Manager (usually a deputy headteacher or headteacher). All prior documentation and information will be submitted to the headteacher in the headteacher's report at least one working day before the referral meeting.

6.2. The HOL or identified Senior Manager is responsible for chairing the meeting, According to paragraph 4.4, the Pastoral Support Tutor or equivalent, as appropriate, will complete an S3 system referral record or equivalent. The referral meeting will be held with the student as soon as possible, but no later than 10 working days after receiving the referral from the Pastoral Support Tutor (or equivalent).

6.3. The review meeting will be held as agreed, chaired by the HOL or the Senior Manager, whenever possible. If the problem persists or the student fails to meet the agreed-upon objectives, Stage 4 of this procedure will be initiated.

6.4. If the objectives are successfully achieved, the student will move to Stage 2 of the referral or may be removed from the referral process altogether at the discretion of the referral chair.

6.5. When concerns about a student's fitness to study persist or increase, these will be recorded in the reviews. In Stage 3,  
An expanded plan will be developed with the relevant senior manager and a member of the wellbeing team. Options will be discussed with the student and their parents/guardians, if appropriate. At this stage, there is the option of temporary withdrawal. The student must be informed in writing about this, how it will work, and what the expectations are. This will be done within five working days. The Director of Safeguarding and Wellbeing will review how the student's health is affecting their studies. With the student's written permission, they may request an assessment from an appropriate health professional.

## **7. Stage 4**

7.1. The student will be referred to the Stage 4 Panel by the Pastoral Support Tutor (or equivalent). All pre-requisite documentation and information will be provided to panel members at least two working days before the meeting, in the standard Chairperson's Report format.

7.2. The Stage 4 Panel shall be composed of the Director or Deputy Director: Students/Client, the Support Director (President) or another member of the Group Leadership Team and an Additional Support Officer Learning. The meeting will require the presence of a representative from the area curricular, the student and his/her parents/guardians (if he/she is under 18 years of age), or a student advocate to support the student, if appropriate. It may be invite other colleagues if necessary, at the discretion of the president.

7.3. The Pastoral Support Tutor (or equivalent) will present the evidence. The student will have the opportunity to present their own version of events, their own evidence, and articulate their response to the incident or situation.

7.4. If the concerns relate to the student's fitness to study, the Principal (Chair) or another member of the group's leadership team, together with the Director of the Safeguarding and Welfare Department, will decide whether the student will be able to continue their studies at the institution.  
After a period of absence, it may be appropriate for you to return to continue your studies. In this case, you will receive support from

The Director of Safety and Wellbeing and appropriate staff will ensure their integration and support upon their return. Their return to campus should include:

Meet the support requirements of your action plan. Attend meetings with the pastoral support tutor/course leader and receive relevant internal and external support each semester.

7.5. At the end of the Stage 4 meeting, the panel may recommend the following actions:

- Complete exemption
- Additional research
- Continuation at school with specific conditions; this may include requirement to assume specific tasks or responsibilities.
- Recommend transfer to another course
- Exclusion, with a deadline for re-registration

7.6. The student will be notified of the decision at the meeting (at the panel's discretion) or in writing after the meeting within 5 business days. A copy of the letter will be sent to the parent/guardian, if applicable. This information will be recorded in the student's file.

7.7. In the event of exclusion, the Pastoral Support Tutor (or equivalent) and the course team will withdraw the student from the course.

7.8. If you are reinstated at the university, the panel will agree on a set of conditions, including objectives that will be supervised by the Pastoral Support Tutor (or equivalent), and will review your progress within two to four weeks.

7.9. The Panel's decision is final.

7.10. A review will be conducted within 2 to 4 weeks after the stage

Initial 4, where the student's progress will be discussed. If the progress has been met all objectives, the student will be referred to a lower stage of referral or will be removed from referral entirely. at the discretion of the president.

## **8. How this policy works**

- 8.1 Ongoing training on the referral process is provided to all staff through professional development. Staff have access to  
A guide to the referral process is available on the intranet. All  
Referred students will also receive guidance on the process.
- 8.2 All staff are responsible for providing feedback on the  
student progress and behavior before meetings  
initial referrals and reviews. He is also responsible for  
ensure the accuracy of attendance records and maintain CSpace  
updated so that the information can be used accurately to  
determine the outcome of the referral meetings.
- 8.3 In cases where a student is alleged to have committed serious physical or verbal assault against a staff member, the staff member involved will be given the opportunity to submit a written statement or give a verbal statement to the Chairperson prior to the referral meeting for consideration.
- 8.4 In some cases, it may be necessary to temporarily exclude a student  
pending a referral meeting. Only the executive director, the  
Director, the Support Director and, in his absence, a member of the Team  
Group Leadership may authorize exclusion.  
temporary exclusion of any student.
- 8.5 The quality of the provision of the referral process will be monitored  
periodically through observations, data analysis and reviews  
of cases.
- 8.6 In cases where students are making progress and have achieved their goals, the Pastoral Support Tutor (or equivalent) and the Principal may conduct a document review. Students must be notified of the outcome.

8.7 For departments that are not within the scope of competence of Pastoral Support Tutors (e.g. International, Education Higher, 14-16, Foundation and Apprentice programs), the member identified from the team will act as Pastoral Support Tutor to the effects of this policy and process.

## **9. Status of this procedure**

9.1. The procedure was approved by the Group Leadership Team in March 2025 and replaces all previous documentation.

9.2. The operation of this procedure will be supervised by the Director of Pastoral Support and Conduct.

9.3. It may be reviewed periodically by the Group Leadership Team.

Date of approval: March 2025

Approved by: Group Leadership Team March

Date of implementation: 2025

Review date: March 2025

## **Assessment of legitimate interest for references**

### **Introduction**

In accordance with the Dō University Group Data Protection Policy, students have the right to refuse the group's permission to communicate with their parents or guardians about their progress at university or any other aspect of university life.

Occasionally, the University Group may consider it best for a student to have the support of their parent or guardian, even if the parent or guardian has refused permission. This would only occur when there are serious concerns that are addressed in Stages 3 or 4 of the Referral Process.

For the School to communicate with a parent or guardian against their wishes expressly stated by the student, an interest assessment must be completed and authorized legitimate on the part of the Director of Pastoral Support and Conduct.

The following steps must be followed:

1. The Pastoral Support Tutor (or equivalent) must complete the interest legitimate Evaluation Form below and send it to the director of Pastoral Support and Behavioral Support for your consideration.
2. The student must be informed that the University may determine it is in their best interest to involve their parents or guardians and, therefore, complete this evaluation. They must be given the option to grant their own permission before the evaluation is conducted.
3. The assessment will be conducted by the Associate Director of Students/ Clients and the Director of Pastoral Support and Behavior, and a decision will be made within two business days, and the student will be informed of the outcome.
4. If the evaluation confirms that it is in the best interest of the student, the parent or guardian will be contacted and invited to attend the referral.

## Legitimate Interest Assessment Form

Parents do not have an automatic right to view information about their children's studies at the school. Personal information may be disclosed to third parties, such as parents or guardians, without the student's consent in various circumstances, including where there is a legitimate interest in disclosing it. The school group must demonstrate this legitimate interest, which is demonstrated by meeting three criteria: purpose, necessity, and balance. This form must be completed in the absence of a data release form justifying our disclosure.

Student Name:		Reference stage:	
Student number:		Remission Reference:	
Reason for referral:			

<b>PURPOSE TEST</b> <b>To assess whether there is a legitimate interest behind the processing</b>
What do we hope to achieve by involving parents/guardians?
How will the student benefit from disclosing his or her information?
How will the College benefit from disclosing this information?
How will the parent/guardian benefit from disclosing this information?
What would be the impact if we were unable to involve the parent/guardian in this referral?

<b>TEST OF NEED</b> <b>To assess whether the processing is necessary for the purpose you have identified.</b>
Will disclosure actually help achieve the purpose identified above?
Is it reasonable to include the parent/guardian at this stage?
Is there another way to achieve the same result without involving the parent/guardian?

<b>BALANCE TEST</b> <b>You must consider the impact on the interests, rights and freedoms of individuals and assess if this prevails over their legitimate interests.</b>
What is our involvement with the student to date (existing relationship)?
Is any of the information to be disclosed considered special category data or crime data? penalties?
Is the student under 18 years old?
Is the student vulnerable in any other way?
Where did the information come from and how do we explain that it would be used?
How would we justify the revelation to the parents?

How would we justify the revelation to the student?
Is anyone likely to object or find it intrusive?
What is the positive impact on the student and how big would the impact be?
What is the negative impact on the student and how big would the impact be?
Are there protective measures to minimize this impact on the student?

Based on the above information, the decision on whether or not to include a parent at this stage of the referral is:	
Can I use legitimate interests to justify this processing?	But
More comments:	
LIA completed by: (Name)	
Signature:	Position:
LIA Authorized by: (Name)	
Signature:	Position