Exclusion Policy

September 2026

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1. Statement of Intent and Scope

1.1 Intent

It is the aim of Beacon Plus, to create an environment where exemplary behaviour is at the heart of productive learning. The College will promote positive behaviour and a culture where learners accept responsibility for their behaviour and encourage other learners to do the same. These expectations are made clear to learners (and where applicable their parents/carers and employers) when they join the College and are reiterated throughout their time here. A structured staged process of interventions ensures any behaviour issues or concerns are dealt with swiftly to ensure the College is a safe environment conducive to learning, success and progression.

1.2 Scope

This policy applies to all learners undertaking the College's further education (FE) courses and refers to on-campus and on-line learning. With regard to this policy, it is important to note that College hearings are not legal hearings and College investigations are not legal investigations, legal rules of evidence do not apply, and it is not therefore necessary to use the legal test of 'beyond reasonable doubt'. However, at every stage staff should endeavour to reach a fair decision based on the balance of probabilities as to whether the evidence available proves the case being made against the learner.

Reference to communication with, and involvement of, parents/carers must be included in all actions where the learner is known to be vulnerable due to identified learning difficulties or disabilities, including identified mental ill health.

1.3 Associated Policies

The following College policies should be referenced as appropriate:

- Anti-bullying and Harassment Policy
- Behaviour Policy
- Safeguarding Policy
- Wellbeing Policy
- Admissions Policy

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2. Introduction and Purpose

2.1 The College recognises that most instances of poor behaviour can and should be dealt with informally and promptly by an appropriate member of College staff. A note of such a warning will be recorded on the College's relevant tracking system and staff informed as required.

2.2 The College is committed to ensuring that learners subscribe to a culture of positive behaviour during their time at College as a place of work. These standards apply to all learners, regardless of status. The purpose of this policy and related procedural guidance is to:

2.2.1 Create a culture of excellent behaviour which is suitable for a place of work and reinforces the expectation of employers.

2.2.2 Protect learners' learning experience from disruption caused by their own or others misconduct.

2.2.3 Ensure all staff and learners are treated with respect.

2.2.4 Teach appropriate behaviour through positive interventions.

2.2.5 Ensure Learners and staff are aware of their responsibilities regarding Learner behaviour.

2.2.6 Clarify the rights of learners in respect to disciplinary action resulting from breaches of College rules.

2.2.7 Provide a framework where disciplinary issues can be resolved within a supportive environment.

2.2.8 Identify staff responsibilities in handling disciplinary issues.

2.3 The 'College' is defined as any College sponsored event or anywhere where Beacon Plus provides education and training. This includes trips and work placements.

2.4 A breach of discipline is defined as an 'act of misconduct' i.e., improper interference with the proper functioning or activities of the College or those who study or work in or visit the College. This policy will also apply to learners when they are out of College on organised College events, travelling to or from college, or when it is found that there is a link to the College or its reputation.

2.5 It is expected that all learners will subscribe to the College's expectations, and, at all times, will:

2.5.1 Set themselves challenging targets and push themselves to do their best work.

2.5.2 Take responsibility for their own behaviour, showing consideration and respect to others.

2.5.3 Take pride in their College environment and follow all Beacon Plus policies and procedures.

2.5.4 Attend all sessions on time with the correct equipment to learn and report all absences to the College in a timely manner.

2.5.5 Participate fully in all aspects of their programme including tutorials and progress reviews and submit coursework by the set deadline.

2.5.6 Contact their tutor to discuss any concerns or issues which affect their programme of study.

2.5.7 Always wear their ID at College, unless advised that, for safety reasons, this is not appropriate.

2.5.8 Actively participate and follow the instructions of all staff.

2.5.9 Use appropriate and respectful behaviour and language.

2.5.10 Contribute to discussions and listen to others.

2.5.11 Leave the classroom as it was found.

2.5.12 Not use mobile phones and devices unless instructed.

2.5.13 Respect equipment and furniture.

2.5.14 Not eat or drink in learning areas, except for bottled water.

2.5.15 Only smoke/vape in designated areas.

2.5.16 Place all rubbish in recycling and litter bins provided.

3. Positive Intervention

3.1 The approach of Positive Intervention will be adopted for all concerns at college including engagement with lessons, learner progress and behaviour misdemeanours.

3.2 All staff have a responsibility to address minor indiscipline as and when the situation arises and to inform relevant staff to enable accurate recording.

4. Intervention Strategy

At all stages of this policy, details of all communication are to be recorded, and documents added, to the College's tracking system. This should be within five working days of any meeting that has taken place.

4.0 College Strategy Prior to any Formal Intervention

All staff will engage with the learner in supportive discussions as appropriate. Accountability starts here. Tutors/Leaders will ensure that all necessary information on the College tracking system is reviewed e.g., unit grades, progression, key assessments, attendance and punctuality, learner comments etc. Supportive discussions are held with learners; Parents/carers or employers are contacted where appropriate, and learners are closely tracked and monitored by relevant staff. Any learner support needs are identified and fully understood, and support provided, as practicable.

4.1 Stage One Cause for Concern

Should a learner give a member of staff a cause for concern, the course tutor or college leadership team will have an intervention meeting with the learner. In this meeting the tutor will outline the cause for concern and may suggest strategies for improvement

Outcomes of a Stage One Intervention can include:

- no further action
- a verbal warning
- a Stage One Intervention letter
- a recommendation to proceed to a Stage Two.

Intervention process:

- Leadership Team must inform staff that a Stage One Intervention is planned.
- Check reasons for the issue and check for any barriers learners may be experiencing.
- Review meeting to take place with Learner; support needs to be identified and put in place.
- Formal warning letter issued to learner and other professionals if appropriate.
- Staff to closely track and monitor learner performance, and review targets. Targets may be extended as appropriate.
- If there is no improvement or a repetition the learner is referred to Stage Two of the process.

4.2 Stage Two College Leadership Intervention

Should the learner's behaviour not improve or should the breach to the Code of Conduct be a re-offence, a member of the college leadership team will have an intervention meeting with the learner to discuss strategies for improvement and the consequences of continued disregard of Beacon Plus's Behaviour Policy and the Code of Conduct. The tutor may also be present in this meeting; learners will have the opportunity to invite an identified person to join them in this meeting.

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Outcomes of a Stage Two Intervention can include, but are not restricted to:

- no further action;
- a reinforcement of the formal Stage One warning;
- a final written warning;
- a decision to move to an immediate Stage Three Intervention.

4.2.1 Progression from previous Intervention

A time frame for learners to make changes to behaviour and attitudes before the escalation of each intervention will be discussed and agreed by the Leadership team in conjunction with the learner involved. Prior to any meeting the Leadership Team checks that each stage has been correctly followed with suitable and appropriate targets and timelines set, including a review of the college's tracking system.

Once agreed that a Stage three is the correct course of action, the Leadership Team will decide whether it is appropriate to involve parents/ carers at that meeting. All actions will be recorded in the behaviour records.

The following steps will then take place:

- Outcome letter to be sent to the learner, with copy sent to parents/carers and/or employer where applicable, which must include meaningful targets and next steps; details of where this policy can be found on the college website/portal should also be included.
- Further support needs to be identified and put in place, as required.
- Schedule review meeting to take place with learner within 6 weeks.
- Leadership Team to track and monitor Learner performance, set, and review targets, as required.
- Targets may be extended as appropriate.

4.2.2 Escalation of Written Warnings

In cases where a written warning was given previously, and there has been no improvement to meet targets, the Leadership Team has the authority to promote this warning to a final written warning. In cases of escalation to a final written warning, an outcome letter is to be sent to the learner, with copy sent to parents/carers and/or employer where applicable.

4.2.3 Exceptional Written and Final Written Warnings

Where there is clear evidence that a learner's behaviour directly merits a written or final written warning a member of the Leadership Team may issue a written or final written warning to the Learner, without holding a Stage Three Disciplinary Panel meeting, and this includes if there has not been a previous Stage One or a Stage Two intervention.

4.3 Stage Three Learner Disciplinary Panel led by a member of the leadership team.

Should the learner's behaviour continue to disregard Beacon Plus's behaviour policy and/or the Code of Conduct or should a breach to the Code of Conduct be a continued reoffence, a meeting may be arranged with the learner's parents/carers. This may take place either face to face, over the phone or virtually within 5 working days. If the parents/carers are not willing to attend a meeting within 2 weeks of the incident the meeting will proceed with the learner. A support plan will be put in place for the learner.

Outcomes of a Stage Three Intervention can include:

- no further action;
- reinforcement of a decision made at Stage Two;
- exclusion from the College for the rest of the academic year or another defined period of time;
- permanent exclusion from the College.

4.3.1 Progression from previous intervention

The Leadership Team will refer Learners to the Chair of Governors for a Stage Three Intervention. Prior to any meeting check that Stages One and Two have taken place correctly and that targets set were suitable and reviewed correctly.

Once agreed that a Stage Three Intervention is appropriate, a meeting with a panel, constituted according to section 5.1 of this policy, is to be booked within ten working days of the referral by the Leadership Team, the Learner, and if appropriate parents/carers are to be invited and the Chair is to determine the conduct and structure of the meeting and any other attendees.

Judgements will be made as to the appropriate course of action. Outcome letter to be sent to learner and/or parents/carers and will include a clear explanation of the outcome of the Stage Three Intervention.

Protocol for Stage Three Intervention Meetings

The Panel

For a Stage Three Intervention, the Panel will consist of a member of the Principal or member of the Leadership Team accompanied by selected team members relevant to the learner and situation and the Chair of Governors. The position of Panel Chair may be delegated to a member of the College Leadership Team at the discretion of the College Principal. The Chair will take overall responsibility for the outcome. The Chair will be responsible for ensuring the meeting is conducted in a manner and to a structure that is most likely to facilitate a fair hearing to allow a balanced judgment to be made, with opportunities to hear the learner's views and for the learner to ask further questions. Administrative Support will be present to take minutes.

Attendees

All learners are classed as vulnerable adults and as such will have the opportunity to invite parents/carers/trusted adult to attend.

All parties will be given five working days' notice of the panel meeting. Requests to change the date are granted only at the discretion of the Chair.

No electronic recording devices are allowed at these meetings, unless organised by the College. Where a recording is made, a copy will be provided by the College to the learner.

Where learners and/or parents/carers become abusive or are so uncooperative as to render the hearing's continuation to be impracticable, the Chair will end the meeting and the Panel will meet in private to agree the outcome.

The Chair may adjourn the panel at any time, if required. Adjournments can be made with the permission of the Chair at the request of the learner or a panel member. Adjournments ma y be short to allow time for private discussion or to check a piece of evidence; the Chair should specify the length of any adjournment. Adjournments may be of a more substantial length if required by circumstances, and this is a judgement for the Chair to make.

In instances when a learner fails to attend the meeting, the Chair has the discretion to either reschedule or to hold the meeting in the learner's absence.

4.3.2 Serious Breaches

A Serious Breach is an incident that may lead to suspension pending a Stage Four Disciplinary Panel meeting. A serious breach is usually an incident likely to be categorised as 'Gross Misconduct'. Serious breaches must be referred immediately to the Leadership Team who will confirm if the incident should be categorised as a serious breach. All incidents will be investigated by the relevant personnel. Judgements will be made as to the appropriate course of action. For incidents within the first 42 days of a Learner's enrolment, Stage Three Disciplinary Panel meetings need not be held and decisions may be made directly by the relevant member of the Leadership Team.

4.4 Stage Four Home Study

Home Study. Following Stage Three, should the learner's behaviour continue to disregard Beacon Plus's Behaviour policy and/or the Code of Conduct or should the breach to the Code of Conduct be a continued reoffence, the learners will be directed to work from home during a period of investigation, with immediate effect. The learner will be sent home, and Beacon Plus may request a parent or carer to collect them for their own safety and the safety of others. A formal letter of home study will be issued, and investigations will be carried out by the college principal and /or member of the leadership team. During this time, Beacon Plus will investigate the circumstances and, if necessary, consult with the Chair of-Governors and the Local Authority to decide the most appropriate course of action. Outcomes may include but are not limited to; mediation meetings, written contracts for the

learner to agree to on their return, continued home study, reduced timetable or the termination of their placement. Note: Stage 1 will be followed in the first instance unless the complaint against a learner is sufficiently serious to move straight to Stage 3 or Stage 4.

4.4 Exceptional Summary Exclusions

Based on conclusive evidence, the College may summarily exclude any learner:

4.4.1 Where the effect of a learner's conduct and behaviour is deemed to be so serious that it damages the College's reputation

4.4.2 Where a learner is in possession of an offensive weapon or illegal substances

4.4.3 Where a learner's actions put learners, staff or visitors at serious risk

4.4.4 Where there is considerable cause for concern as a result of the learner being under the influence of drugs or alcohol at College or when participating in a College-related activity.

4.4.5 Where a learner has failed to abide by the decisions of a Stage 3 Disciplinary Panel, without reasonable mitigating factors, in the view of the Chair of the Stage 3 Disciplinary Panel

The learner may be suspended pending a decision, or action might be immediate.

An Exceptional Summary Exclusion can be actioned only by a member of the Leadership Team in consultation with the Chair of Governors. Other College staff will be involved in providing evidence to the member of Leadership. An outcome letter will be sent to the learner, with a copy to the parents/carers and/or employer, which must include the reason for the Summary Exclusion.

There is no expectation that a learner will be interviewed or asked for their viewpoint if a case is dealt with as an Exceptional Summary Exclusion, though sometimes this might happen. Additionally, parents/carers normally will not receive prior notification before the issuing of an Exceptional Summary Exclusion.

There is no right of appeal against an Exceptional Summary Exclusion.

4.5 Disciplinary Action at the discretion of the Principal and Chair of Governors

This policy gives the right for the Principal and Chair of Governors to summarily exclude permanently any learner if a decision is made that this is beneficial to the College operation and/or reputation.

5. Suspensions

5.1 Misconduct can result in suspension whilst a matter is investigated. A suspension can be authorised by a member of the Leadership Team. The Leadership Team will liaise with learners to inform them of any suspensions and subsequent actions. A suspension will last for

as long as is required for the College to investigate the matter but will initially be set at two weeks.

5.2 Following suspension, the learner, and their parent/carer where appropriate and employer (if applicable), will be informed immediately and confirmed in writing with the reason for the suspension and date/time of a subsequent meeting. In some instances, the suspension will be until further notice. In this instance, the learner will be invited to a meeting only when the College has investigated the matter to its satisfaction. A suspension includes work placement, and College trips and events.

5.3 Whilst on suspension, the learner should not be in the vicinity of the College or return to the College until invited to do so. Theymust not contact staff or learners and no reference on any social media site or messaging service should be made regarding the suspension or matter being investigated. However, at the discretion of the Leadership Team, a suspended learner may be permitted to contact staff to request work to complete. There is no right to this consideration and a learner returning from suspension has personal responsibility for completing work that was missed during the suspension

6. Appeals

6.1 The only right of appeal is against a permanent exclusion and this only if additional evidence is made available which was not known at the Stage Three Panel meeting or if the College has not followed correct procedures. There is no right of appeal against any other process within the policy, although the College Complaints Procedure applies if learners feel they have been wrongly treated. An appeal will be considered by the Principal and Chair of Governors.

6.2 Appeals should be made in writing to the Principal and Chair of Governors setting out the reasons for the appeal and should be received within five working days of the exclusion. At the discretion of the Principal and Chair of Governors there may be an appeal meeting, which would normally take place within 10 working days (excluding college breaks) of receipt of appeal. The Principal and Chair of Governors will respond to all appeals within 15 working days of receipt of appeal. Where an appeal is upheld, the exclusion will be revoked without any detriment to the learner. Where an appeal is not upheld the decision of the Principal and Chair of Governors is final and there is no further right of appeal.

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Appendix 1. Examples of Misconduct

The following illustrates behaviour which is likely to signify misconduct, but is neither exclusive nor exhaustive:

a. Failure to comply with a reasonable request from a member of staff

b. Rudeness, impolite or disruptive behaviour

c. Smoking/vaping in non-smoking/vaping areas

d. Any unruly noise, or unruly behaviour, or the use of foul or abusive language

e. Disrupting any class or any other College activity, whether or not involving staff or other learners

f. Disruption of, or improper interference with, the academic, administrative, sporting, social or other activities of the College, including offensive behaviour, whether on College premises or elsewhere

g. Any unauthorised interference with software, or data belonging to, or used by the College

h. Malicious communications and inappropriate comments, including those on any social media site or electronic messaging service regarding the College or sent to members of the College

i. Obstruction of, or improper interference with, the functions, duties or activities of any learner, member of staff or other employee of the College or any visitor to the College

j. Persistent minor breaches of the College's expectations.

Appendix 2. Examples of Gross Misconduct

The following illustrates behaviour which is likely to signify serious misconduct, but is neither exclusive nor exhaustive:

a. Threatening or abusive language or of – towards staff, other adults, or learners

b. Bullying, including cyberbullying

c. Discriminatory conduct on the basis of the Equality Act 2010 and Protected Characteristics, including actions that are sexist, homophobic, racist or on the basis of religion/belief or which is offensive to those with learning and/or physical disabilities

d. Deliberately, or by negligence, causing damage to, or defacement of, any College buildings, IT systems, equipment, books or furnishings or any property of others

e. Acts of dishonesty, including theft, fraud, deceit, or deception in relation to the College, it's staff, learners or visitors, including lending ID cards to others.

f. Acts of academic malpractice or plagiarism (cheating)

g. Endangering other learners, staff or visitors, including action likely to cause injury or impair health and safety on College premises, for example, acts involving damage to or discharge without just cause of, or other misuse of or interference with, a fire extinguisher or other fire safety equipment

h. Violent, indecent, disorderly or offensive behaviour or language whilst on College premises or engaged in any College activity

i. Physical or verbal assault

j. Drunkenness or suspected intoxication on or near College premises

k. Possession of drugs, or under the influence of drugs or involvement in any drug related activity whilst on or near College premises

l. Behaviour which has a significant adverse impact on the College's reputation

m. Inviting anyone onto College premises who is not a member of the College, without permission from College staff

n. Being in possession of an offensive weapon: The College determines that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into College. In addition to knives, axes, BB guns, air guns, GATT guns, catapults, slings, etc. will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, craft knives being carried outside of designated areas, bats, other blunt instruments, possession of any corrosive liquid or items judged by the College to be carried with the intention to inflict injury on another individual - this includes fireworks, blades, acid etc.

o. Involvement in any criminal activity

p. Attempting to enter College whilst suspended without first obtaining permission.

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Appendix 3. Examples of Gross Misconduct leading to Exceptional Summary Exclusion

The following illustrates behaviour which is likely to lead to Exceptional Summary Exclusion:

a. Where the effect of a learner's conduct and behaviour is deemed to be so serious that it damages the College's reputation

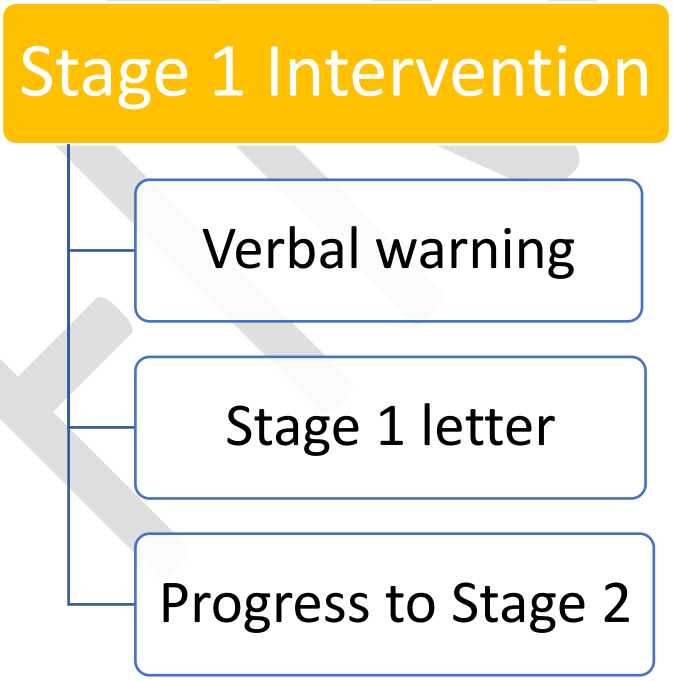
b. Where a learner is in possession of an offensive weapon or illegal substances

c. Where a learner's actions put Learners, staff or visitors at serious risk.

d. Where there is considerable cause for concern as a result of the learner being under the influence of drugs or alcohol at College or when participating in a College-related activity.

e. Where a learner has failed to abide by the decisions of a Stage 3 Disciplinary Panel, without reasonable mitigating factors in the view of the Chair of the Stage 3 Disciplinary Panel

Appendix 4. Stages of intervention



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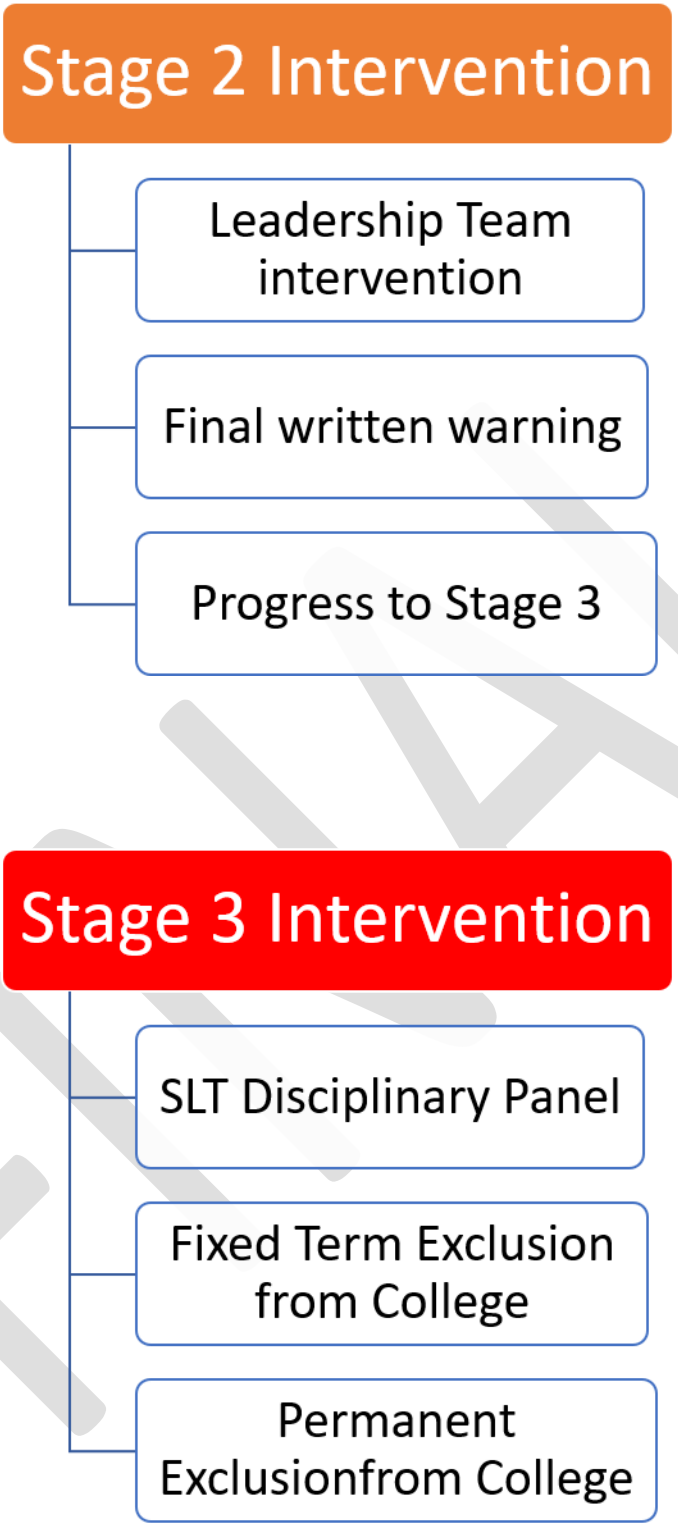
Stage 2 Intervention
Leadership Team intervention
Final written warning
Progress to Stage 3
Stage 3 Intervention
SLT Disciplinary Panel
Fixed Term Exclusion from College
Permanent Exclusionfrom College

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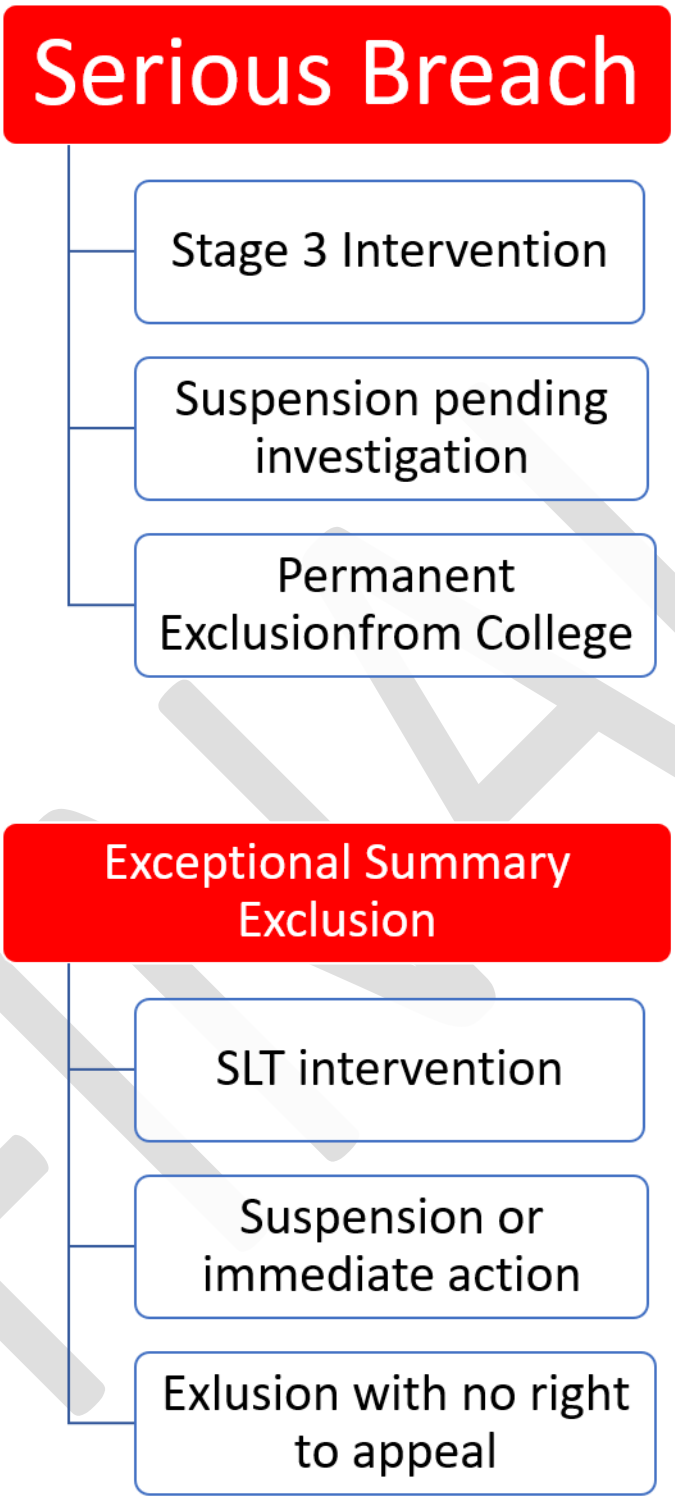
Serious Breach
Stage 3 Intervention
Suspension pending investigation
Permanent Exclusionfrom College
Exceptional Summary Exclusion
SLT intervention
Suspension or immediate action
Exlusion with no right to appeal

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Update Schedule			
Version	**Reviewed**	**Reason for Update**	**Next review date**
1	Sep 2019	Policy written	Sep 2020
2	Sep 2020	Stated review	Sep 2021
3	Sep 2021	Updates	Sep 2022
4	Sep 2022	Stated review	Sep 2023
5	Sep 2023	Stated review	Sep 2024
6	Sep 2024	Stated review	Sep 2025
7	June 2025	Policy updated	Sep 2026
8	Sep 2026	Brought in line with Behaviour Policy updates	Sep 2027

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