



St David's  
 Coleg Catholig Dewi Sant  
 Catholic Sixth Form College

## Behaviour Concern Policy

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1.0	11/02/2026	Sets out the College's staged framework for promoting positive behaviour and addressing learner conduct concerns in a supportive, trauma-informed and proportionate manner.	Assistant Principal – Learner Culture

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# BEHAVIOUR CONCERN POLICY

## 1. Scope and Purpose

- i. This policy applies to all learners enrolled at the College, all teaching and support staff, senior leaders, governors and volunteers. It applies to behaviour and engagement within classrooms, communal areas, digital environments, online platforms, enrichment activities and educational visits.
- ii. The purpose of this policy is to:
  - Promote a safe, respectful and inclusive learning environment.
  - Provide a clear, fair and consistent framework for addressing behaviour concerns.
  - Ensure responses to behaviour are supportive, proportionate and educational.
  - Embed trauma-informed and anti-racist principles in behaviour processes.
  - Safeguard the wellbeing, dignity and safety of all members of the College community.
- iii. This policy should be read alongside the Safeguarding and Child Protection Policy, Equality and Diversity Policy, Additional Learning Needs Policy and Fitness to Study Policy.

## 2. Definitions

- i. **Behaviour Concern**

A Behaviour Concern is any persistent, repeated or serious behaviour that negatively impacts a learner's progress, the learning or wellbeing of others, or the safety and orderly running of the College.
- ii. **Trauma-Informed Practice**

Trauma-informed practice recognises that behaviour may be influenced by adverse experiences, mental health challenges, neurodiversity or unmet needs. It requires staff to respond in ways that prioritise safety, dignity, relational trust and appropriate support while maintaining high expectations.

## 3. Policy Statement

- i. **Catholic Ethos and Dignity of the Whole Person**

As a Catholic College, our approach to behaviour and engagement is rooted in Gospel values and Catholic Social Teaching. We affirm the inherent dignity of every person and recognise each learner as being made in the image and likeness of God.

The College is committed to developing the whole person; intellectually, spiritually, emotionally and socially. Behaviour expectations are therefore about formation, growth and responsibility, not simply compliance.

Where behaviour falls below expectations, our response will prioritise restoration, reconciliation and personal accountability. High expectations will always be accompanied by high support, reflecting our commitment to nurturing each learner within a safe and respectful community.

## **ii. Trauma-Informed Approach**

The College recognises that behaviour may be influenced by trauma, adverse experiences, mental health needs, neurodiversity or other contextual factors. Staff will seek to understand context before escalation, use de-escalation and restorative approaches where appropriate, provide structured and proportionate support, and make reasonable adjustments where required.

Sanctions alone will not be used as a primary response. Interventions will combine clear expectations with meaningful support.

## **iii. Anti-Racism and Equity**

The College is committed to anti-racist practice and equality. Discriminatory behaviour, including racist, sexist, homophobic, transphobic or ableist language or conduct, will be challenged and addressed promptly.

Behaviour data will be monitored to identify and address any disproportionality in escalation or outcomes. Decision-making will be evidence-based, fair and free from bias.

## **iv. Professional Judgement and Safeguarding**

The Behaviour Concern process is progressive and supportive. However, senior members of staff retain the authority to place a learner at any stage of the framework where the seriousness, risk or nature of the behaviour warrants immediate escalation.

All decisions will be proportionate, documented and made in the interests of safeguarding, wellbeing and the common good of the College community.

## **4. Behaviour Concern Process**

The College operates a staged Behaviour Concern framework, recorded on the College's Management Information System (MIS). The process is transparent, progressive and

supportive. Movement between stages is determined by the persistence, severity, impact and level of risk associated with the behaviour.

At each stage, actions taken, support offered and review outcomes are recorded on the College's MIS.

Senior leaders retain the discretion to place a learner at any stage of the process where this is deemed necessary, based on the seriousness of the concern or the level of risk presented.

### **Stage 1 – Concern (Teacher-Led Intervention)**

- Stage 1 addresses persistent low-level concerns.
- Typical behaviours may include repeated lateness, failure to complete work, low-level disruption, inappropriate language, misuse of mobile phones, or failure to follow reasonable instructions.
- At this stage, expectations are clarified by the teacher, appropriate support is offered, and a review period is agreed.
- The focus is on early intervention and prevention of escalation.
- All concerns and actions are recorded on the College's MIS.

### **Stage 2 – Learning Area Lead Review**

- Stage 2 applies where concerns persist and there has been insufficient improvement following Stage 1 intervention.
- Typical indicators may include ongoing disruption, repeated missed deadlines, continued non-compliance, or behaviour impacting learning across multiple lessons.
- The Learning Area Lead will review previous actions and evaluate their impact.
- Any related concerns raised by other subject areas will also be considered.
- The Learning Area Lead will determine whether additional targeted support is required or whether the learner should progress to Stage 3.

### **Stage 3 – Significant Concern (Pastoral Intervention)**

- Stage 3 applies where behaviour persistently impacts learning, wellbeing or safety, and additional pastoral intervention is required.
- Typical behaviours may include patterns of truancy, persistent defiance, abusive or discriminatory language, smoking or vaping on site, academic misconduct, or escalation of earlier concerns.
- A formal Stage 3 intervention plan and/or Health and Additional Support Plan (HASP) will be agreed between the learner and the pastoral tutor.
- Barriers to learning will be explored, clear expectations will be set, and a review date established.

- Parents or carers will be involved where appropriate, particularly for learners under 18.
- All actions and review outcomes will be recorded on the College's MIS.

#### **Stage 4 – Critical Concern (Dean or Learner Formation Lead Intervention)**

- Stage 4 applies where behaviour is serious, presents a significant risk, or has not improved despite previous interventions.
- Stage 4 may be initiated by the pastoral tutor or directly by a senior member of staff where the seriousness of the concern warrants immediate escalation.
- Typical behaviours may include bullying, aggressive or threatening conduct, discriminatory harassment, illicit substance misuse, physical altercation, or behaviour posing a risk to the learner or others.
- A formal Stage 4 meeting will be convened by a Dean or Learner Formation Lead. The learner will be required to attend with a trusted adult. Where the learner is under 18, next of kin will be invited to attend where appropriate.
- The purpose of the meeting is to review previous interventions, clarify concerns, assess risk, and agree clear next steps.
- A formal Stage 4 intervention plan will be completed. This may include a risk assessment or safety plan where required.
- Where there is a risk to the safety or wellbeing of the learner or others, the College may implement immediate protective measures. These may include temporary suspension, restricted access to parts of the site, supervised study arrangements, timetable adjustments, or other reasonable actions necessary to maintain safety.
- Any suspension will be proportionate, time-limited, and implemented in line with College guidance.

#### **Stage 5 – Senior Leadership Team Review**

- Stage 5 applies where concerns remain unresolved or risk levels increase.
- The Senior Leadership Team will review all previous interventions, assess proportionality and consider risk to the learner and others.
- Outcomes may include a final intensive support plan, initiation of Fitness to Study procedures, additional conditions of attendance, continued suspension where necessary, or exclusion where deemed appropriate or required to protect safety and wellbeing.

### Behaviour Concern Escalation and Intervention Framework

Stage	Reviewer	Trigger / Threshold	Typical Behaviours / Indicators
<b>Stage 1 – Concern</b>	Teacher	<b>Persistent low-level concerns</b>	<ul style="list-style-type: none"> <li>• Persistent lateness</li> <li>• Persistent inappropriate language</li> <li>• Persistent phone misuse</li> <li>• Persistent failure to complete homework</li> <li>• Persistent defiance</li> <li>• Persistent failure to wear lanyard</li> </ul>
<b>Stage 2 – LAL Review</b>	Learning Area Lead	<b>Continued concerns following Stage 1 intervention</b>	<ul style="list-style-type: none"> <li>• Continued lateness</li> <li>• Continued inappropriate language</li> <li>• Continued phone misuse</li> <li>• Continued failure to complete homework</li> <li>• Continued defiance</li> <li>• Continued failure to wear lanyard</li> <li>• Behaviour impacting multiple lessons</li> </ul>
<b>Stage 3 – Significant (Pastoral Intervention)</b>	Pastoral Tutor	<b>Persistent or continued concerns impacting learning, wellbeing or safety</b>	<p>May include all Stage 1 and Stage 2 behaviours where persistent, continued or escalating, including:</p> <ul style="list-style-type: none"> <li>• Ongoing patterns of lateness or truancy</li> <li>• Continued disruption or defiance</li> <li>• Repeated failure to meet academic expectations</li> <li>• Smoking or vaping on site</li> </ul>

Stage	Reviewer	Trigger / Threshold	Typical Behaviours / Indicators
<b>Stage 4 – Critical Intervention</b>	Dean / Learner Formation Lead	<b>Serious behaviour, escalation of Stage 3 concerns, or significant risk</b>	<p>May include continued or escalated behaviours from Stages 1–3, and/or serious incidents, including:</p> <ul style="list-style-type: none"> <li>• Persistent or escalated defiance or disruption</li> <li>• Bullying</li> <li>• Violence or threatening behaviour</li> <li>• Illicit substance misuse</li> <li>• Academic malpractice (NEA or exams)</li> <li>• ID card misuse</li> <li>• Allowing trespassers on site</li> <li>• Behaviour posing risk to self or others</li> </ul>
<b>Stage 5 – SLT Review</b>	Senior Leadership Team (SLT)	<b>Serious, unresolved or high-risk concerns</b>	<ul style="list-style-type: none"> <li>• Significant safeguarding concerns</li> <li>• Continued escalation despite intervention</li> <li>• May involve external agencies</li> <li>• Alternative arrangements considered</li> </ul>

## 5. Behaviour Support and Record Keeping

- i. All behaviour interventions will be proportionate, clearly explained, time-bound and reviewed. Learner voice will be included where appropriate. Safeguarding, additional learning needs and wellbeing considerations will inform decision-making.
- ii. Behaviour records will be maintained securely and confidentially in accordance with data protection and safeguarding requirements.

## 6. Responsibilities

- i. **All Staff**  
All staff are responsible for modelling respectful conduct, applying expectations consistently, recording concerns accurately, challenging discrimination and using trauma-informed approaches.
- ii. **Senior Leaders and Governors**  
Senior Leaders and Governors are responsible for ensuring consistent implementation, monitoring behaviour data, ensuring compliance with Welsh Government guidance and reviewing effectiveness.
- iii. **Learners**  
Learners are responsible for engaging positively in learning, respecting others and participating in agreed support plans.

## 7. Equality and Welsh Impact Assessment Statement

- i. This policy complies with the Equality Act 2010 and the Public Sector Equality Duty in Wales. The College will monitor implementation to ensure no learner is unfairly disadvantaged.
- ii. The College respects Welsh language rights. Learners may request meetings or documentation in Welsh where reasonably practicable.

## 8. Communication and Storage

- i. This policy will be published on the College website and made available through internal systems and induction materials.
- ii. Behaviour Concern records will be stored securely on the College MIS system and accessed only by authorised staff in line with data protection legislation