

# Student Behaviour Policy

Valid from	2021/22
to	2022/23
Owner	Vice Principal- Curriculum and Quality Head of Student Services
Committee Approval	SLT
Committee Approval date	October 2020
Board approval necessary	Curriculum & Quality- 24 November 2020
Date of Board approval	Board meeting – 15 December 2020
Revision history	October 2018, August 2019, Feb 2020, August 2020 Reviewed 8 February 2022

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## 1. SCOPE

This policy is in place to ensure academic progress and a safe and effective learning environment for all students. The disciplinary policy offers stages to reassert our expectations to learners and offer them opportunities to improve. This policy is applicable regardless of whether learners are undertaking learning on site or remotely.

## 2. INDUCTION

Students will be given induction in:

- College and statutory health and safety regulations and requirements
- College code of conduct, rules and disciplinary policy
- Expectations of attendance and punctuality across all elements of their programme
- Assessment policy and plagiarism guidelines
- Guidelines for using the study centre and learning resource centre
- How to access College electronic systems for communication to enable learners to undertake a proportion of their learning and support remotely eg email, Study Space, Microsoft Teams, learner app, etc.
- Work experience guidelines
- Single equality scheme
- Safeguarding policy
- Any other relevant codes of practice and policies.

## 3. COLLEGE EXPECTATIONS

The College Code of Conduct sets out four behaviours which students are expected to comply with:

- Show respect and tolerance for others within college and the wider community
- Be prepared and on time for all lessons
- Behave positively at all times and do not disrupt the learning of others
- Complete all work set to the best of your ability

## 4. COLLEGE RULES

In general:

- Show respect for all students, college staff, visitors and neighbours at all times. Respect the rights and views of others.
- Wear your ID card at all times, ensuring it is visible, and show it to members of staff when requested.
- Remove hoods or hats indoors.
- We do not permit the wearing of the niqab (face-veil), burqa or any other religious or fashion face covering.
- You are expected to wear appropriate dress for the workplace, when on site and when participating in video learning.
- Not use language or behaviour that could offend, including spitting, deliberately

coughing at others, swearing or take part in any form of anti-social behaviour, including bullying.

- Use college buildings and equipment safely and carefully.
- Only smoke in the designated area. This includes electronic cigarettes or 'vaping'.
- No possession or use of alcohol, drugs or weapons on site
- Follow all college policies and procedures.
- Be aware of your responsibility as a representative of the college on and off-site

In learning:

- Attend all lessons.
- Be on time and prepared for all sessions on your timetable.
- Submit all work, including homework, on time and complete all targets on time.
- Complete course work and exams to the best of your ability without copying or cheating.
- Only speak English in classes and learning spaces.
- Remove coats and outdoor wear.
- Tell the College in advance of any sickness or lateness.
- Do not use mobile phones in classrooms or the library unless the teacher asks you to use them for a learning activity.
- Do not eat or drink (water is acceptable) within lessons, classrooms, workshops and other learning spaces
- Follow instructions from staff during lessons and on college premises, and help to create a safe environment where everyone can learn.
- Follow all measures in place for social distancing and infection control

The Code of Conduct and College rules are publicised widely to students using leaflets (Student Guide to College Expectations and Rules), ProMonitor, posters in classrooms and shared areas and by their teachers in induction and in all lessons.

## **5. SITE RULES AND SECURITY**

In addition to the College rules, guidance is given to students on the arrangements and expectations for site security in the Student Guide to Staying Safe.

- Security is employed at the College to ensure the protection of the site and its users, please treat the security guards (and all members of staff) with respect and comply with their requests.
- Students are required to swipe their ID cards on the card reader at the front gate when entering or exiting the site; this is so that the College is aware of who is on site in the case of an emergency.
- ID cards must be worn when on-site to allow easy identification of those who are supposed to be on-site (this way any unauthorised intruders can be challenged). Wearing your ID card is a condition of your learning agreement.
- Hats and hoods are not permitted to be worn indoors, this is so that site users can be identified easily.

## 6. EXPECTATIONS

All students should work as required by teachers, tutors and all other staff to maintain standards of performance, including attendance and punctuality, completing homework, handing work in on time and bringing the appropriate books and equipment to lessons. Students should be aware of and comply with the College code of conduct. Progression within a course and within the College will be dependent on meeting these standards consistently.

## 7. RECOGNITION FOR MEETING STANDARDS

Where students consistently exceed the standards set this is recognised through the system of merit points. Merit points are issued by individual members of staff for meeting College expectations. Appendix B lists the merit points.

The student app is a key communication tool with students and the student app calculates merit points. Merit points are calculated automatically through, for example, consistent good attendance, completion of work, etc. Regular Award Ceremonies recognise students with high numbers of merit points.

## 8. DISCIPLINARY PROCEDURES

If students fail to maintain these standards staff will take steps to follow this up. These steps vary according to the nature of the breach. Behaviour which breaks the code of conduct such as coming unprepared for a lesson or disrupting the learning of others will be dealt with by the classroom teacher, tutor or member of support staff in the first instance and recorded as a cause for concern on Promonitor (Input as a 'Comment' – comment type- 'Concern' –with the appropriate reason). Students will be expected to apologise and give an undertaking not to repeat the behaviour in question.

- Attendance and punctuality-please see the [Attendance Strategy](#)
- Formal assessment- please see the [Assessment Policy](#)
- Details and guidance on avoiding plagiarism – please see the [Plagiarism Policy](#)

Teachers have statutory authority to discipline students whose behaviour is unacceptable, who break the College rules or who fail to follow a reasonable instruction (section 90 and 91 of the Education Act 2006).

The power also applies to all paid staff with responsibility for students, such as teaching and support assistants.

### 8.1 INFORMAL STAGE –CAUSE FOR CONCERN/ BEHAVIOUR POINTS– ALL STAFF

Challenging behaviours which break the codes of conduct, such as: coming unprepared to lesson, not wearing ID badges or disrupting the learning of others should be dealt with by the classroom teacher, tutor or member of staff observing such behaviours. This applies to all staff across the college site. Students will be expected to apologise and give an undertaking not to repeat said behaviour.

If the student does not respond positively as expected to the staff members request this should be logged on the student dashboard on the intranet. There is a points system for recording the infringements of the behaviour policy, the date and the type of infringement should be noted, and points will automatically be added to the student record. Additionally, if appropriate, the staff member may record a cause for concern on the students ILP as per ProMonitor guidelines. **Appendix A** gives a list of infringements and the points awarded for each. Accruing 100 points will automatically trigger the first formal stage of the disciplinary process.

Where appropriate, students may also be referred to support, either through the Pastoral Support Team, Additional Learning Support Team or Study Coaches as applicable.

The points system is not the only way of responding to poor behaviour. Breaches may be dealt with by a range of options including staying behind in class to carry out a specific task. Some breaches will go direct to the formal stages of the procedure.

Compliance should be rewarded and noted.

## 8.2 FORMAL DISCIPLINARY STAGES

### **FORMAL STAGE 1 VERBAL WARNING– ANY MEMBER OF STAFF**

The issue of a Stage 1 Verbal Warning may come from: weekly reference to the students Promonitor profile and causes for concern raised, where there is evidence of repeated behaviours (i.e. Persistently not bringing learning materials, disrupting others learning etc.) or where students have not complied positively to staff requests.

The member of staff issuing the warning must:

- meet with the student to tell them of the warning
- record the Stage 1 formal verbal warning on the students' ProMonitor profile
- put in place agreed actions for the student. Where appropriate this might be in the form of placing the student on a Support Action Plan with actions agreed for two weeks to monitor and review.
- decide whether it is applicable to refer the student to support, either through the Pastoral Support Team, Additional Learning Support Team or Study Coaches and make that referral if necessary.

If the student's behaviour improves – praise and log as action complete. **(n.b. Students will remain on this stage)**

If patterns of behaviour continue or re-emerge (failure to improve) FORMAL STAGE 2 (will be invoked)

### **FORMAL STAGE 2 – FIRST WRITTEN WARNING – CURRICULUM MANAGER OR**

## **PERSONAL TUTOR OR THE KEY TEACHER FOR THAT STUDENT GROUP**

Any member of staff can recommend that a formal warning is issued. This might be for a single incidence of behaviour breaching the code of conduct of sufficient seriousness that warrants going straight to this stage; or through not meeting agreed actions and timescales from the previous stage of the disciplinary process. A Stage 2 First Written Warning will be issued by the Personal Tutor, the Key Teacher for that student group or Curriculum Manager.

The member of staff issuing the warning must:

- check the previous notes on ProMonitor to see if any recorded circumstances are relevant to the issue of the warning
- formally meet with the student to issue the warning and discuss the implications
- attempt to contact parents by phone to inform them of the warning (for under 18s)
- ensure a letter is sent home to inform parents of the warning (for under 18s)
- record the Stage 2 formal written warning on the students' ProMonitor profile
- put in place agreed actions for the student. Where appropriate this might be in the form of placing the student on a Support Action Plan with actions agreed for two weeks to monitor and review. The personal tutor will lead on working with the student and monitoring the actions identified through the Support Action Plan.
- decide whether it is applicable to refer the student to support, either through the Pastoral Support Team, Additional Learning Support Team or Study Coaches and make that referral if necessary.

If the student's behaviour improves – praise and log as action complete. **(n.b. Students will remain on this stage)**

If patterns of behaviour continue or re-emerge (failure to improve) FORMAL STAGE 3 (will be invoked)

## **FORMAL STAGE 3 SECOND WRITTEN WARNING – CURRICULUM MANAGER**

Any member of staff can recommend that a formal warning is issued. This might be for a single incidence of behaviour breaching the code of conduct of sufficient seriousness that warrants going straight to this stage; or through not meeting agreed actions and timescales from the previous stage of the disciplinary process. A Stage 3 Second Written Warning will be issued by the Curriculum Manager / Deputy Head of School.

The member of staff issuing the warning must:

- check the previous notes on ProMonitor to see if any recorded circumstances are relevant to the issue of the warning
- attempt to contact parents by phone to inform them of the warning and invite them in for the formal meeting (for under 18s)
- ensure a letter is sent home to inform parents of the warning and invite them in for the formal meeting (for under 18s)
- formally meet with the student and their parents to issue the warning and discuss

the implications

- record the Stage 3 formal written warning on the students' ProMonitor profile
- put in place agreed actions for the student. Where appropriate this might be in the form of placing the student on a Support Action Plan with actions agreed for two weeks to monitor and review. The personal tutor will lead on working with the student and monitoring the actions identified through the Support Action Plan.
- decide whether it is applicable to refer the student to support, either through the Pastoral Support Team, Additional Learning Support Team or Study Coaches and make that referral if necessary.

If the student improves, praise and log action as complete. (**n.b. Students will remain on this stage**) Compliance should be rewarded and noted.

If patterns of behaviour continue or re-emerge (failure to improve) FORMAL STAGE 4 will be invoked and the case referred to the Head of School

#### **FORMAL STAGE 4 FINAL WRITTEN WARNING – HEADS OF SCHOOL / PASTORAL SUPPORT MANAGER**

Any member of staff can recommend that a formal warning is issued. This might be for a single incidence of behaviour breaching the code of conduct of sufficient seriousness that warrants going straight to this stage; or through not meeting agreed actions and timescales from the previous stage of the disciplinary process. A Stage 4 Final Written Warning will be issued by the Head of School / Pastoral Support Manager.

The member of staff issuing the warning must:

- check the previous notes on ProMonitor to see if any recorded circumstances are relevant to the issue of the warning
- attempt to contact parents by phone to inform them of the warning and invite them in for the formal meeting (for under 18s)
- ensure a letter is sent home to inform parents of the warning and invite them in for the formal meeting (for under 18s)
- formally meet with the student and their parents to issue the warning and discuss the implications, notably that any failure to improve within a given timeframe is likely to lead to withdrawal from the college.
- record the Stage 4 formal written warning on the students' ProMonitor profile
- The student will be placed on a Support Action Plan with actions agreed for two weeks to monitor and review. The personal tutor will lead on working with the student and monitoring the actions identified through the Support Action Plan.
- decide whether it is applicable to refer the student to support, either through the Pastoral Support Team, Additional Learning Support Team or Study Coaches and make that referral if necessary.

If the student improves, praise and log action as complete. (**n.b. Students will remain on this stage**) Compliance should be rewarded and noted.

If the student fails to comply the case should be referred to the Vice Principal Curriculum & Quality and the exclusion panel invoked.

## **STAGE 5 EXCLUSION PANEL – VICE PRINCIPAL CURRICULUM AND QUALITY**

If the student fails to comply with requests and does not meet the conditions of his/her action plan a meeting will be convened by the Vice Principal Curriculum & Quality, comprising the Head of School, Pastoral Support Manager and other involved members of staff as appropriate. This may result in exclusion, deferment of course or other alternative provision (such as reduced qualification or alternative modes of delivery as appropriate).

Parents/Carers should be notified in writing of the process and outcomes and wherever possible a meeting should occur with parents/carer and student present. They should be made aware of the right to and processes for appeal.

### **8.3 Appeal against exclusion**

Must be made in writing within five working days of the withdrawal and be in writing/email addressed to the Principal. The appeal letter must be written by the student themselves.

The Principal will review the documentation associated with the case and may wish to speak to the student personally.

The Principal's decision will be final.

## **9 GROSS MISCONDUCT/ SERIOUS INCIDENTS AND SUSPENSION**

Over and above the procedures noted above, gross misconduct is conduct which constitutes a serious incident and is likely to lead to immediate suspension pending a full investigation.

Serious incidents include:

- Threatening or violent or unwanted sexual behaviour towards other students, any staff members or visitors
- Possession of a knife, firearm or other weapon
- Use or possession of illegal drugs
- Theft
- Any behaviour which would place other students, staff or visitors at serious risk of injury or any failure to obey instructions which could risk the health and safety of others
- Deliberately failing to follow social distancing guidelines or infection control measures
- Bullying –verbal, written and social media
- Misuse of a fire alarm
- Acts which are likely to bring the college into serious disrepute

- Damage to property.
- Failing to following direct instructions from a member of staff

A full investigation will be carried out by the Head of School/ Pastoral Support Manager and could lead to recommendation for immediate and permanent exclusion.

#### 9.1 The purpose of suspending students

Suspension is not a punishment. Suspension is designed to be used pragmatically in situations where student tempers need to cool down or when a proper investigation of an allegation or an incident would be hampered by having the student(s) on site.

#### 9.2 When to suspend students?

Although suspension is designed to be used pragmatically, it is usually used only when there has been a serious breach of college rules.

This might include: allegations of fighting, swearing aggressively at members of staff, bullying, taking drugs, involvement in fraud, bringing the college into disrepute through an incident that involves members of the public and cheating in an exam.

#### 9.3 When not to suspend?

When the breach of college rules is less serious, or when there is no threat to other students / staff through keeping the student on site while the matter is being investigated.

In these cases, having ensured that there is no immediate threat to the safety of anyone on site, provide a clear statement of the breach of rules to the appropriate manager for them to follow up using the disciplinary stages identified above.

#### 9.4 Who can suspend?

Duty Manager, Any member of SLT, Heads of School, Deputy Heads of School, Pastoral Support Manager

#### 9.5 How to suspend?

Explain to the student the reasons for suspension, explain that suspension is not a punishment and it does not mean that the college assumes the student is guilty of the allegations. Inform the student that parents will be contacted as soon as possible and have the reasons for suspension explained to them.

Take a statement from the student before sending the student off site

Explain to the student that they should make no contact by phone, social media or in person with others involved in the incident until after the matter has been resolved by the college.

Escort the student to the security team at the gate. Take their ID and pass to security.

Phone the parents and explain the situation.

Ensure that statements are taken from all other immediate witnesses to the incident.

File a suspension report by clicking on the suspension icon on the student's profile. This will inform all staff who need to know including security.

Give a verbal handover to relevant the Head of School / Pastoral Support Manager who will carry out the disciplinary investigation.

## **10 DETAINMENT**

A facility exists on the intranet to add a 'detain note' to a student ID card. When swiping in at the gate, an alert will sound and the security team will inform the student who they should see before going to lessons, usually the Head of School. The HOS will either be available to meet the student personally or will have a rota of staff (DHOS/ CM) to meet the student. Once the meeting has taken place the HOS should remove the detain note from the ID card.

Detainment is not a disciplinary sanction. However, stopping a student at the gate and directing them see a manager regarding some aspect of their performance before proceeding to lessons has proved to be an effective strategy in improving attendance and/ or behaviour.

## **11 STUDENTS PROGRESSING BETWEEN COURSES**

The following apply for students progressing from one qualification aim to the next.  
For any student staying on the same qualification aim – the level of disciplinary already accrued stays the same. (eg Level 3 Year 1 to Level 3 Year 2)  
For any student returning, but onto a new qualification – for disciplinary levels 1, 2 or 3, this is deleted and the student starts from the beginning again.  
For any student returning, but onto a new qualification – for disciplinary level 4, the level is reduced to a level 3.

If a student is on a level 3 90 credit diploma and progresses to a level 3 extended diploma, then effectively they are staying on the same qualification and bullet point 1 applies.

## **12 SEND LEARNERS**

Learners with special educational needs or disabilities are subject to the disciplinary procedure in the same way as other students. However, it is important to ensure that they are fully aware of the potential consequences of their behaviour and, if a disciplinary sanction is applied, fully understand the sanctions that are being applied. If a learner with special educational needs or disabilities is invited to a disciplinary meeting, then it may be appropriate to have a member of staff to provide impartial advocacy support with them.

The Learning Support Manager is available as a source of guidance and advice for other members of staff if they have any queries about the disciplinary process in relation to learners with special educational needs or disabilities.

When considering an exclusion from college the Vice Principal (AP) should, in consultation with the Pastoral Support Manager/ Learning Support Manager ensure

that reasonable adjustments have been taken by the college to respond to a student's support needs so that the student is not treated less favourably for reasons related to their special educational needs, disability, emotional behavioural difficulties or personal circumstances, for example, the student is a Looked After Child or Care Leaver.

Reasonable adjustments include:

- Differentiation in the college's Behaviour Policy
- Developing strategies to prevent the student's behaviour
- Requesting external help with the student
- Staff training

### 13 MERITS

In addition to the sanctions for poor behaviour, the college has a system for rewarding positive behavior. Merits are recorded on the student dashboard in the same way as behavior points. The list of positive behaviours that attract Merits are in Appendix B.

Any member of staff can issue merit points for good or improved student performance.

### 14 COMMUNICATION OF THE POLICY

The role of the Pastoral Support Manager includes ensuring that all student facing staff are aware of the Student Disciplinary Policy and how it operates. Appendix D contains a Teachers' Guide to the Disciplinary Stages

There is a student guide to College Expectations and the Disciplinary Process held on ProMonitor and on Study Space in the induction and tutorial resources.

There is a parent guide to College Expectations and the Disciplinary Process on the College website and shared with parents at the start of each academic year.

#### Appendix A Behaviour Points

List of behaviours that attract points

<b>Type of behaviour to attract Merits</b>	<b>Merits</b>
Perseverance (meeting all deadlines e.g. homework)	5
Excellent attendance and punctuality over a month 5% improvement at least	10
Change in behaviour to a more positive approach	10
Shown excellence in effort or attainment in class over and above expectations	10
Regularly completing homework on time and to a good standard	5
Volunteering or participating in promoting the college positively	10
Positive behaviour helping another member of the college community	5

#### Notes

*\*Racist, Homophobic, discriminatory language would be dealt with separately*

Inappropriate and disrespectful language to staff is a more serious disciplinary issue.

