



STUDENT DISCIPLINARY POLICY

February 2021

Approved by Q&C: 9th March 2021
Reviewed by SMT: 10th February 2021
Next review: Spring 2024

Introduction

1. The purpose of the policy is to promote compliance with the college student Code of Conduct, so that students and staff can work in a safe and considerate environment that supports learning.
2. The Code of Conduct is set out in the Enrolment Handbook. Staff are given guidance in promoting student compliance in the Staff Handbook, by the Director of Student Engagement and by their Head of House as part of their normal duties in upholding college policies and practices.
3. Where situations are linked with the health and wellbeing of a student, reference will be made to the Fitness to Study procedures and the Director of Student Support will be involved in consultations.
4. All action within the college is taken with full regard for the Equality and Diversity Policy.
5. This document is published on the college website and is accessible to parents/carers on MyStudent. Students and parents will be referred to the Student Code of Conduct at formal disciplinary meetings.

Scope

6. This policy applies to all day time students. It will normally relate to activities on the premises or whilst engaged in an activity approved by the college e.g. trip or visit, work placement. It provides a supportive structure within which commitment and misconduct issues can be resolved. Appropriate advice and guidance is given to students at any stage and covers a range of interventions as detailed in the Code of Conduct for Students – Guidelines for Staff. Problems may manifest themselves in a variety of different forms, including but not limited to: lack of attendance; disruption of studies of other students; unsustainable demands being made on staff; a negative impact on self, others or the college and its reputation and environment.

Aims and Objectives

7.
 - To ensure that all students understand that if they do not behave in a courteous manner which indicates respect for others, the environment around them and/or for themselves, then there are consequences and action will be taken by the college.
 - To support staff in the discharge of their duties as teachers, tutors or support staff in college.
 - To support all students to achieve their potential and to ensure student behaviour does not impact negatively on students' health, wellbeing, ability to learn and achieve in college.
 - To work in collaboration with parents and carers throughout unless there are contra-indications for doing so.
 - To support the student contract which is signed by students at enrolment via the Learning Agreement. The main components of the student contract are:
 - The importance of British Values at Collyer's
 - The student Code of Conduct
 - The Curriculum Requirements
 - The Curriculum Policy

Responsibilities

8. All staff have a responsibility to manage good order and discipline in the college. Where concerns are expressed over a student's behaviour or attitude it should be addressed as soon as possible when it occurs. If this is not possible it is important to establish the identity of the student mainly by asking for their ID card and reporting to a member of academic staff who should record details of concerns on MyProgress and report to the Personal Tutor or Head of House for appropriate action. All Tutors work in collaboration with academic staff to find solutions to misconduct or poor attendance. If there are serious concerns, then the Head of

House will take remedial action and consult with the Director of Student Engagement and/or the Vice Principal (Pastoral).

Monitoring

9. Each stage of the disciplinary procedure is logged on MyProgress within a FORMAL ACTION PLAN, which contains time-bound targets monitored by staff. If a student does not respond to targets a referral is made to the next stage of the procedure. Parents/carers are able to monitor ACTION PLAN progress where consent has been given to access MyStudent.
10. Accompanying notes can be made by staff on MyProgress to track any relevant incidents including positive outcomes. Parents and carers are encouraged to use MyStudent to be aware of attendance, progress reviews, action plan targets, subject reviews and exam timetables to enable prompt and collaborative working to support their son/daughter.

Related Policies

Admissions Policy
Appeals Procedure
Bullying and Harassment Policy
Code of Conduct for Students – Guidelines for Staff
Collyer's Values
Complaints Policy
Curriculum Policy
Equality and Diversity Policy
Exams Policy
Fitness to Study Procedure
ACTION PLAN Referral Process
Safeguarding and Child Protection Policy
Social Media Policy
Student Code of Conduct
Student Disciplinary Procedure
Use of Computers Agreement

APPENDIX 1

Disciplinary Procedure for Students

The Disciplinary procedures can be summarised in four stages, details of which are set out below. A student may be accelerated immediately to a higher stage of the procedure where there has been a serious breach of the Code of Conduct:

Stage 0 - Advice and Guidance (see Code of Conduct – Guidelines for staff)

Stage 1 - Tutor Concern

Stage 2 - Head of House Warning

Stage 3 - Formal Warning

Stage 4 - Exclusion Hearing

Stage 0 – Advice and Guidance

If a student is in breach of the Code of Conduct this is normally dealt with by the teacher or tutor using appropriate actions such as:

- oral reprimand
- requiring the student to attend extra lessons
- removing items causing disturbance for the duration of the lesson
- cleaning or tidying an area if damaged or mistreated
- barring from college visits
- meeting with Head of Subject or Director of Faculty to agree work deadlines
- advice from Tutor or Head of House
- withdrawal of privileges, e.g. study leave, parking permit
- placing the student on an action plan
- compulsory attendance of subject workshops, 1-1 or library based study
- communication with parent/carer

Whilst much of this guidance is informal and aimed at encouraging the student to take responsibility for their actions, the teacher/member of staff should keep a record of such incidents on MyProgress using Notes or by setting targets within a Stage 0 (Blue) ACTION PLAN if appropriate. A Tutor or Head of Subject may also decide to set the student targets on a Stage 0 ACTION PLAN to encourage improved routines or behaviour.

Stage 1 – Tutor Concern

Where a student has failed to make sufficient progress with academic targets, study habits or behaviour targets at Stage 0, or a serious issue arises, the student should be referred to the tutor. Parents/carers will be notified when an ACTION PLAN is elevated to GREEN - Stage 1 (Tutor Concern). If the student does not respond to Stage 1 targets then the tutor will refer the ACTION PLAN to the Head of House (HoH).

Stage 2 – Head of House Warning

In persistent or more serious cases of breaching the code of conduct, a student will be referred to the Head of House. Heads of House will contact parents/carers if an ACTION PLAN is elevated to YELLOW – Stage 2. The HoH will discuss concerns with the student and identify any mitigating circumstances to determine whether the ACTION PLAN is Stage 2: Disciplinary or Stage 2: Fitness to Study (FTS). If the student has mitigating circumstances affecting their attendance or approach to study, the HoH may put additional support or reasonable adjustments in place, alongside targets. The HoH will agree pastoral targets with the student and set a review date (usually within 3-4 weeks). At the end of the agreed period, the Head of House will review progress by consulting all teacher comments on the ACTION PLAN and any new notes added to MyProgress. If progress is good the

Head of House will allow the student to 'step down' from STAGE 2. If there is some but not sufficient improvement, the Head of House may set an additional review date. If there is very little progress or no attempt to improve, the Head of House, will refer the student to STAGE 3. Disciplinary ACTION PLANS will be referred to the Director of Student Engagement and Fitness to Study ACTION PLANS will be referred to the Director of Student Support initiating the formal stage of the Fitness to Study Procedure.

Stage 3 – Formal Warning

If a student is persistently in breach of the college Code of Conduct, a STAGE 3 interview with the Director of Student Engagement and the Vice Principal will follow and a FORMAL WARNING will be given. A student may be accompanied to the STAGE 3 interview by parent/carer, a fellow student or other adult of choice. This is a support role only.

At STAGE 3, the student will lose their exam entry status. This means that the student will be withdrawn from all exams (internal and external), until the student has earned back their right to be entered through successful completion of an agreed ACTION PLAN. This will usually involve achievement of a satisfactory Progress Review; average studentship grades of 2 or better in each subject, attendance of 90% or better (in period) and achievement within one grade of target grade in each subject. Even when a student's entry status is reinstated in a subject, further breaches of college procedures may result in immediate withdrawal from exam entry. A second year student who does not regain their entry status, will not be entitled to sit their external exams at Collyer's. A first year student who does not regain entry status will not be entitled to sit their transfer exams and will therefore forfeit the opportunity to progress to the second year at Collyer's.

It is possible, in cases of very serious misconduct, for a student to be referred straight to Stage 3. Examples of this would be bullying and harassment, theft of property, possession of illegal substances, or defiance of a member of staff. In these cases parents will always be involved and sanctions include those already described above; a contract of work or behaviour; a "cooling off" suspension if appropriate; or referral to Stage 4.

STAGE 4 – Exclusion Hearing

In the most serious cases the Principal will intervene, either:

a) if a student refuses to respond to a formal Stage 3 warning having been referred on from the earlier stages of the policy set out above; or b) a case of gross misconduct is referred directly to the Principal. Gross misconduct may involve behaviour which compromises health and safety or safeguarding, or unacceptable behaviour as determined by the Principal or Vice Principal such as criminal activity, physical violence or verbal abuse.

At this stage an EXCLUSION HEARING will be held with the student and with the parent/carer in attendance, where possible, the outcomes of which may include:

- a formal warning under Stage 3, using any of the sanctions previously mentioned above;
- final contract of conduct;
- fixed term exclusion;
- permanent exclusion;
- re-admission following a fixed term exclusion;
- withdrawal from external exams.

N.B.

- In cases where the student's presence in the college is considered to be a risk to the wellbeing of the college community, the Principal or another member of SMT in his absence, can exclude the student before the interview takes place, allowing time for investigation.

- In cases where a student fails to respond to a request to attend an Exclusion Hearing, the Principal will consider evidence and make the decision in absentia.
- Where a final contract of conduct is issued, the Principal should make the consequences of non-compliance clear to the student, giving details of the conditions for continuation.
- A student may be accompanied to the Exclusion Hearing by a fellow student or other adult of his/her choice. This is a support role only.

THE APPEALS PROCESS

A student or parent/carer, if the student is under 18, can APPEAL against a decision under Stage 4. The notice of appeal must be lodged with the Chair of Governors in writing, c/o the Clerk to the Governors, at the college address, within ten working days of the date of the notification of the Stage 4 outcome. The student will be expected to attend the appeals panel at this and any ensuing stage. The student and parent/carer will be given a copy of the college's Appeals Process.

The grounds of the appeal are that:

- There was a serious breach of the college's procedures that may have adversely affected the outcome.
- New evidence has come to light that was not available at the exclusion hearing and could be expected to materially influence the outcome. Where this occurs, the evidence must be provided to the college together with an explanation as to why it was not provided earlier.
- The findings were unreasonable in the light of the facts.
- The penalty imposed was too severe in the circumstance.

When a student has exhausted the college's appeals procedure, the student has the right to make a complaint to the Education and Skills Funding Agency (ESFA). A complaint is not a further stage of appeal.

Related Policies and Procedures

ACTION PLAN Referral Process

Admissions Policy

Appeals Procedure

Bullying and Harassment Policy

Code of Conduct for Students – Guidelines for Staff

Collyer's Values

Complaints Policy

Curriculum Policy

Equality and Diversity Policy

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