

# **STUDENT BEHAVIOUR POLICY**

**June 2023**

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Approved by Governing Body: 11<sup>th</sup> July 2023  
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## 1. Introduction

1.1 At Collyer's, we expect all members of our community to promote a calm, inclusive and collaborative learning environment through high standards of behaviour, and compliance with the Codes of Conduct for students and staff.

1.2 We are committed to maintaining a campus free from any form of bullying or harassment. We celebrate diversity and believe that all members of the college community have the right to work and study in an environment of mutual respect and safety.

1.3 We encourage students to become independent, resilient and self-disciplined, taking responsibility for themselves and recognising the impact of their actions on the wellbeing of others and their environment.

1.4 In choosing to study at Collyer's, students agree to abide by the Student Code of Conduct, which is included in the enrolment handbook, on the college website and considered within college induction.

1.5 When a student's behaviour does not meet the standards set out in the Student Code of Conduct, incidents of misconduct will be managed in accordance with the procedures which accompany this policy. Where misconduct leads to risk of, or actual harm, college safeguarding procedures will also apply.

1.6 All staff have a responsibility to assist in maintaining high standards of behaviour in all college-related activities, on and off site and online. Staff are given guidance on promoting student compliance with the Code of Conduct through the Staff Handbook, Inset and the day to day support of senior staff.

## 2. Legislative Framework

2.1 This policy and its complementary procedures have been developed to ensure the college complies with statutory guidance: 'Keeping Children Safe in Education' September 2023. The policy also takes account of the DfE's 'Behaviour and discipline in schools - Advice for headteachers and school staff' (2016), 'Searching, Screening and Confiscation' (2018) and 'Use of Reasonable Force' (2013). The Equality Act (2010) provides an overarching framework to cover protected characteristics.

## 3. Scope

3.1 This policy applies to all Collyer's students including 16-19 daytime and Adult Education students.

3.2 Incidents involving external parties to the college community are not within the scope of this policy, though affected students and/or their parents/carers will be offered advice and follow-up support. Such incidents, including historical incidents, may be considered by the college when assessing risks to other members of the college community and may still lead to an investigation by a college manager.

3.3 This policy applies to incidents of misconduct which take place offsite, where there could be repercussions for the orderly running of the college, or which pose a threat to another student or member of the public, or where the incident could adversely affect the reputation of the college.

## 4. Definitions

The list below is not intended to be exhaustive or exclusive, but provides a definition of key behaviour concerns:

4.1 **Study-Related Concerns** include poor attendance, lateness, failure to submit homework or coursework, lack of engagement in lessons or independent study, lack of preparedness for lessons.

4.2 **Misconduct** is any behaviour which does not meet the expectations of the Student Code of Conduct. This includes behaviour which may disrupt the learning environment, is disrespectful, or constitutes a threat to the safety and/or wellbeing of other people, is illegal or dishonest, or brings the college into disrepute.

4.3 **Bullying** is persistent, offensive, abusive, intimidating or insulting behaviour, unfair sanctions, or other abuse of power or position.

**4.4 Online (Cyber) Bullying** is any form of bullying that is carried out online using electronic media devices such as computers, laptops, smartphones, tablets, or gaming consoles. It can take place on social media platforms such as (but not limited to) Snapchat, Instagram, Discord, Facebook, Twitter, WhatsApp, WeChat, LinkedIn, through email, text message or online collaboration sites such as Microsoft Teams or Zoom.

**4.5 Harassment** is behaviour that degrades, humiliates or belittles through actions, words or gestures. It is any unwanted behaviour that a person finds intimidating, upsetting, embarrassing, humiliating or offensive. This would include victimisation, bullying, discriminatory language or behaviour. It may involve relationships of unequal power and contain elements of coercion. However, it may also involve relationships among equals.

**4.6 Sexual Harassment** is a form of sex discrimination and is illegal and under the 2010 Equality Act it is an offence to bully an individual on the grounds of their protected characteristics. It can occur in a variety of situations but always has a distinctive feature: the inappropriate introduction into the work or learning environment of unwelcome actions or comments of a sexual nature.

**4.7 Victimisation** - Victimisation is subjecting a person to detrimental treatment because they have reported bullying and harassment.

**4.8 Coercive Behaviour** is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, frighten, or create dependence. Examples may include making direct or implied threats.

**4.9 Gaslighting** is the manipulation by psychological means of a person (or group) which causes them to doubt themselves, their capabilities or their sense of reality. Examples may include an individual being made to feel that their opinions, concerns, thoughts and feelings are incorrect or lack validity.

**4.10 Banter** is the exchange of teasing remarks. Communication which some may consider to be banter is not acceptable if it falls into the categories of bullying and/or harassment. Banter may affect the person the comments are directed towards, and others who overhear the comments.

**4.11 Substance Misuse:** Attending college or college-related activities under the influence of alcohol or illegal substances. Carrying, using, or distributing prohibited drugs, alcohol, or illegal substances, on or within the vicinity of the college campus. Involvement in the use or distribution of prohibited drugs or illegal substances outside college.

**4.12 Computer Misuse:** Using college computers or devices to send abusive, scandalous, obscene, or defamatory communications of any kind, or attempting to access or download obscene or pornographic images on the college network or otherwise being in possession such material.

**4.13 Aggressive or Violent Behaviour:** Violent, aggressive, or threatening behaviour towards any member of the college community or any member of the public. Carrying, threatening to use, or using an offensive weapon, on or offsite.

## **5. Aims & Objectives**

**5.1** Students on signing their learning agreement, are confirming that they will meet the expectations of the Code of Conduct and will:

- Respect the college community and environment
- Stay safe and help to keep others safe
- Achieve the best possible grade for themselves and enable others to do the same
- Have regard for the importance of democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

First and foremost, we aim to educate and support students to meet expected standards of conduct. Formal disciplinary sanctions, including temporary and/or permanent exclusion from the college, will only be used where supportive strategies have been unsuccessful or in cases where there has been a serious breach of the Code of Conduct.

**5.2 Study Related Misconduct** - The college aims 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. The college endeavours 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.

**5.3 Bullying and Harassment** - The college has a firm commitment to equality and diversity and will not tolerate the bullying or harassment of any members of its community. The aim is to assist all staff and students to develop a working environment in which bullying and harassment are known to be unacceptable and where individuals have the confidence to raise concerns in the knowledge that their complaint will be dealt with in confidence, appropriately and fairly.

**5.4 Substance Misuse** - The college adopts a 'whole college approach' with a range of information made available to students, both formally (through the tutorial programme and Drugs Awareness lecture) and informally via pastoral support, leaflets/posters and links to websites on SharePoint. Students are supported and encouraged to talk about drugs so that appropriate services e.g. Change, Grow, Live can be accessed if required. It is recognised that some young people may be at greater risk of drug use and the college will provide relevant, up to date information and training for all staff, with more specific training provided for Heads of House, Student Services, Student Wellbeing and Safeguarding Teams. Parents will be able to access relevant information about the colleges approach to substance misuse through the college website.

**5.5 Computer Misuse** – The college aims to provide students with clear guidelines about how to use the College IT facilities. Students undergo an IT induction and confirm understanding of the 'Student Use of Computers Agreement' to ensure the legal responsibility on the part of the college to safeguard its users against harassment, abuse, defamation or discrimination and they ensure that all users of IT within the College are working within the requirements of the relevant acts. The College provides network and internet access as an educational tool and access to the networked resources is therefore a privilege, not a right. The College will filter and monitor all internet usage within the College in a responsible and transparent way in order to ensure and maintain the safety of staff and students. It therefore reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and any or all information transmitted or received in connection with such usage.

**5.6 Collyer's will take action to:**

5.6.1 Support positive behaviour from all members of the college community through rewards and recognition, setting high standards and expectations, role modelling, challenging negative behaviours, and responding swiftly to tackle unacceptable behaviour.

5.6.2 Promote good learning behaviour and provide teaching, learning and assessment opportunities that are challenging and motivating, enabling students to make good progress and achieve well.

5.6.3 Give students a good start to their studies through an induction programme and then provide ongoing support by giving clear targets and monitoring progress.

5.6.4 Ensure all actions related to unacceptable behaviour are managed in line with this or related college policies and procedures.

5.6.5 Provide opportunities through the tutorial programme and wider college awareness-raising to promote knowledge and understanding of key issues in relation to behaviour such as: the risks associated with the misuse of substances, harmful sexual behaviours, the impact of bullying and harassment and negative use of social media. This is to ensure the wellbeing of all our students.

5.6.6 Support staff in the discharge of their duties as teachers, tutors or support staff in college, ensuring staff have access to training and resources so that they are equipped to recognise signs of unacceptable behaviour and respond appropriately.

5.6.7 Ensure that individuals have the confidence to complain in the knowledge that their concerns will be dealt with in confidence, appropriately and fairly.

5.6.8 Work in collaboration with parents and carers throughout unless there are contra-indications for doing so.

**5.7 Collyer's will adhere to DfE Guidance on "Teachers' Powers" - Key Points**

5.7.1 Teachers have statutory authority to discipline students whose behaviour is unacceptable, who breach the Code of Conduct or who fail to follow a reasonable instruction. The authority applies to all paid staff with responsibility for students.

5.7.2 Staff can discipline students at any time they are in college or elsewhere under the charge of a teacher, including trips and visits. Staff can also discipline students in certain circumstances when a student's misbehaviour occurs outside of college. Students are subject to the behaviour policy when outside the college gates when the student is:

- Taking part in any school-organised or school-related activity or travelling to or from school or wearing in some way something identifiable as a student at the college.
- Misbehaviour at any time that could have repercussions for the orderly running of the college or poses a threat to another student or member of the public.
- Behaviour that could adversely affect the reputation of the college.

5.8 Collyer's will ensure staff abide by what the law allows:

5.8.1 **The general power to discipline** enables a member of staff to confiscate, retain or dispose of a student's property as a punishment or as a safeguarding measure, so long as it is reasonable in the circumstances. The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

5.8.2 **Use of reasonable force to** remove disruptive students from the classroom where they have refused to follow an instruction to do so; prevent a student behaving in a way that disrupts a college event or a college trip or visit, prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others; prevent a student from attacking a member of staff or another student, or to stop a fight on the college campus, restrain a student at risk of harming themselves through physical outbursts.

5.8.3 **Power to search without consent** for "prohibited items" including:

- knives and weapons,
- alcohol,
- illegal drugs, tobacco and cigarette papers,
- stolen items,
- fireworks,
- pornographic images,
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

## 6. Responsibilities

6.1 **All staff** have a responsibility to manage good order and discipline in the college, educating students and advancing their understanding of Collyer's values, responding to incidents of poor behaviour. All staff and students are responsible for ensuring incidents are reported. All pastoral roles 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). Safeguarding concerns are consulted with the Director of Student Support or a member of the Student Services team.

6.2 **The Governing Body** is responsible for ensuring the college has appropriate policies and procedures in place which minimise the risks of incidents of bullying or harassment, substance misuse and computer misuse occurring. Link governors with responsibility for child protection and safeguarding shall receive appropriate training to assist them in fulfilling this duty in relation to this policy which should be reviewed every three years.

6.3 **The Principal** has responsibility for ensuring these policies and procedures are fully implemented and that sufficient resources are allocated for training.

6.4 **The Senior Management Team** will keep the implementation of this policy under review with support from the Equality and Diversity Officer.

6.5 **The Vice Principal (Pastoral)** will, on behalf of the Principal:

- ensure appropriate resources are allocated for staff training
- regularly review and update the policy and procedures in line with DfE guidance

- ensure the safeguarding team, senior pastoral staff and student support teams receive enhanced training in relation to managing peer on peer abuse, harassment, substance misuse and online abuse.

#### 6.6 **The Director of Student Engagement** will:

- ensure policy and procedures are fully implemented and followed by all staff
- ensure all aspects of unacceptable behaviour are considered before deciding on any course of disciplinary action - this may involve taking statements from students/staff and may also mean removing the student(s) from the scene or from college whilst the investigation takes place
- ensure parents/carers, the police and other external agencies and partners are notified as appropriate.

### 7. **Monitoring**

7.1 This policy and its accompanying procedures will be reviewed every three years unless a more frequent review is necessary, for example to ensure compliance with legislation or new statutory guidance.

7.2 Records of concerns, investigations and disciplinary sanctions will undergo regular checks to ensure consistent implementation of policy and procedures. Analysis of Behaviour Notes, CPOMS files, Action Plan data and Training Records will inform the annual Student Engagement SAR and QIP.

7.3 The Vice Principal shall provide a report to the Quality and Curriculum Committee of any temporary or permanent exclusions made under this Policy.

### 8. **Related Policies**

Action Plan Referral Process  
 Admissions Policy  
 Appeals Procedure  
 Student Code of Conduct  
 Collyer's Values  
 Complaints Policy  
 Curriculum Policy  
 Equality and Diversity Policy  
 Exams Policy  
 Fitness to Study Procedure  
 Safeguarding and Child Protection Policy  
 Social Media Policy  
 Student Disciplinary Procedure

# STUDENT CODE OF CONDUCT (FOR FULL-TIME STUDENTS 2023/24)



Collyer's Code of Conduct forms the basis of a students' contract with the college. We aim to provide clear and simple guidance so that students can confidently play their part in maintaining a considerate, inclusive and safe environment for our community, in line with our [EDI Policy](#).

## GENERAL EXPECTATIONS

### Lanyards

- Always wear your college I.D. card and lanyard when on campus. Report lost or stolen I.D. to the issues desk on the first floor in the library, where you can obtain a temporary wristband and/or purchase a replacement.

### Dress and Appearance

- Clothing and appearance should be clean and tidy and appropriate for a working environment.
- Avoid clothes likely to give offence (e.g., unpleasant slogans, drug-related logos).
- Subject specific clothing may be required that will need to comply with subject risk assessments (e.g., sports clothing, lab coats)

### Part-Time Work

- Part-time work should be limited to a maximum of 12 hours per week (national research shows that above this, students' results will suffer). Paid work should not interfere with college work or attendance commitments.

### Off-site

- Students must not congregate around the perimeter of the college on Hurst Rd and Richmond Rd.
- During the college day, students should be courteous to our local residents and members of the public, representing the college in a positive way.
- Local parking must be lawful.

## ATTENDANCE & PUNCTUALITY

- Attend all timetabled sessions.
- Arrive at lessons on time.
- Be available to attend at any time during the college day, throughout term time.
- Absences should be reported by parents/carers, via email [absence@collyers.ac.uk](mailto:absence@collyers.ac.uk) or the absence line: 01403 216528.
- Students who feel unwell during the college day may travel home independently if it is safe to do so, but any lessons missed due to illness must be followed up with an absence report by parents/carers. Students should report to Student Services (B002) if they feel too unwell to travel home alone.
- Use SharePoint/Teams and contact peers and/or teacher to catch up work missed through absence; check on homework set.
- Do not take holidays in term time.
- Students must attend any meetings or additional workshops arranged as part of an Action Plan by a member of staff. These are designed to ensure students stay on track with their studies and therefore positive engagement is expected.

## STUDY RELATED BEHAVIOUR

- Total weekly independent study should, at a minimum, match your weekly lesson hours. Expect to spend time studying during evenings and weekends.
- Work hard and make a positive contribution to lessons.
- Bring the right equipment for lessons.
- Do not interfere with others' learning through inappropriate behaviour in lesson or the library.
- Plan your time and meet deadlines.
- Mobile phones must not be used during lessons unless directed by a teacher, earphones should be removed.
- If staff are delayed or unavailable, work in the normal room whilst awaiting instructions.
- Communicate with your teachers, tutor or Student Services for support and advice.
- Pass on college communications and information to your parents/carers.
- Be honest, courteous, and considerate in behaviour and language, in person and online.
- Be quiet in and around buildings used for teaching, studying or exams.
- Most of the above applies to online study/lessons but full expectations of 'Online Etiquette' can be found on the Student Common Room.

# Misconduct

Students who do not behave in a courteous manner, indicating respect for others and the environment around them, will be challenged. Any staff member has the right to ask students for their name and/or ID badge, for the purposes of safeguarding our college community and upholding the Code of Conduct. Staff also have the right to confiscate items of property which are prohibited or being used in breach of the Code of Conduct. This is essential to ensure that student behaviour does not impact negatively on the health, wellbeing, and productivity of the college community. Behaviour which constitutes misconduct will be subject to disciplinary action. The list below, whilst not exhaustive or exclusive, is intended to provide examples of behaviour that would be considered unacceptable at Collyer's:

- Bringing the college into disrepute
- Disruption of others' learning
- Providing false or misleading information on an application or during a college interview
- Use of devices to record sound/images without an individual's knowledge and/or permission
- Failure to comply with the Social Media Policy and the Use of Computers Agreement
- Plagiarism or any form of academic cheating
- Failing to wear ID or loaning ID to someone else
- Inviting or encouraging non-college members onto campus (Students must report any unauthorised people onsite to Reception or Student Services)
- Parking in the college car park without a permit or parking unlawfully in local vicinity
- Actions which cause a health & safety concern (or failing to respond to a health & safety concern), putting members of the college community at risk
- Littering on campus or around the perimeter
- Smoking or vaping on campus
- Failure to be considerate of neighbours, drivers, and pedestrians around the college perimeter
- No congregating in groups or smoking/vaping around the college perimeter
- Jaywalking in the college vicinity: students must not cross Hurst Road except via a pedestrian crossing, and must not walk-through vehicle entrances
- Using college computers or devices to send abusive, scandalous, obscene, or defamatory communications of any kind
- Attempting to access or download obscene or pornographic images on the college network or otherwise being in possession such material
- Attending college or college-related activities under the influence of alcohol or illegal substances
- Carrying, using, or distributing prohibited drugs, alcohol, or illegal substances, on or within the vicinity of the college campus
- Involvement in the distribution of prohibited drugs or illegal substances outside college
- Bullying and harassment (online and in person)
- Discriminatory language or behaviour
- Making malicious or false allegations or complaints
- Being a party to a criminal act
- Wilful damage to college property
- Taking part in, or encouraging others to take part in, illegal extremist activities intended to radicalise themselves or others
- Violent, aggressive, or threatening behaviour towards any member of the college community or any member of the public
- Unwanted sexual behaviours, harassment and abuse including sharing unwanted sexual images
- Carrying, threatening to use, or using an offensive weapon on or off campus
- Carrying a potential or imitation weapon into college, or within the immediate vicinity of the college

Compliance with the code of conduct is promoted through the college's [Student Behaviour Policy](#), a copy of which is available from the college website. If a student does not comply with the Code of Conduct, the Student Behaviour Policy and Procedures may be used. If a student has a grievance in relation to the application of the Behaviour Policy, the guidelines in the [Complaints Policy](#) (available on the college website) should be used.



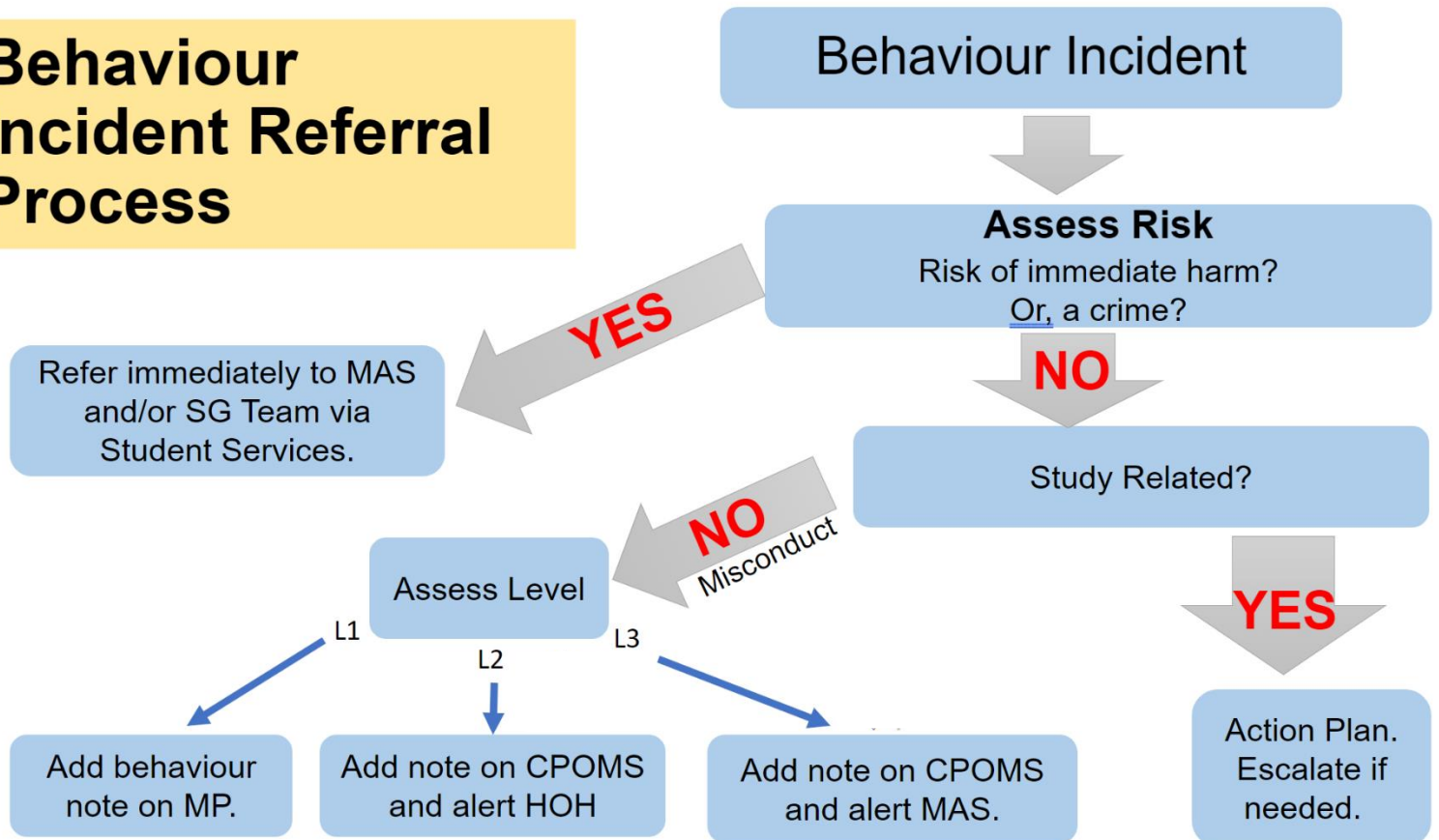
## APPENDIX 2: QUICK REFERENCE GUIDE TO INTERVENTION, RECORDING & REFERRAL

### Thresholds of Behaviour - Guidance for Staff

The behaviour levels dictate the procedures appropriate for that level, the behaviours are suggested but as with all cases, professional judgement is needed to assess risk and if staff are in doubt, refer to a HoH for advice.

Behaviour Level 1 - MyProgress	Behaviour Level 2 - CPOMS	Behaviour Level 3 - CPOMS
<ul style="list-style-type: none"> <li>Engage with incident, educate student on poor behaviour, and explain possible consequences of future behaviour.</li> <li>Record on MyProgress using 'Behaviour Notes'</li> <li>This will be the most common and, in most cases, appropriate level of support.</li> <li>DoSE oversees Behaviour Notes - if wider picture appears then can escalate to Level 2. DoSE can email relevant staff to notify of incident when appropriate or to trigger further intervention.</li> </ul>	<ul style="list-style-type: none"> <li>Engage with incident and challenge behaviour.</li> <li>Record on CPOMS and alert to HoH.</li> <li>Record 'CPOMS behaviour entry' on MyProgress</li> <li>HoH applies professional judgement on who to assign the alert to.</li> <li>May need to contact parent/carer and assessment of possible Stage 2 on disciplinary process made.</li> <li>HoH 1-2-1 with student</li> </ul>	<ul style="list-style-type: none"> <li>Engage with incident and challenge behaviour.</li> <li>Record on CPOMS and alert to DoSE &amp;/or DoSS</li> <li>DoSE/DoSS applies professional judgement on who to assign the alert to and assessment made against the disciplinary process.</li> <li>Parent contact.</li> <li>Meeting with DoSE/DoSS - consultation with VP(P)</li> <li>Liaison with external services when appropriate.</li> </ul>
Suggested behaviours...	Suggested behaviours...	Suggested behaviours...
<ul style="list-style-type: none"> <li>Not wearing ID Badge</li> <li>Inconsiderate behaviour and/or language</li> <li>Loudness in/near buildings used for teaching, studying or exam</li> <li>Lack of respect for our environment by using litter bins and recycling bins</li> <li>Suggestive/unwelcome comments, looks or gestures emphasising gender or sexuality of an individual or a group</li> <li>Insults and demeaning jokes</li> <li>Use of phone in class</li> </ul>	<ul style="list-style-type: none"> <li>Persistent Level 1 behaviours</li> <li>Damage to college property</li> <li>Rudeness to members of staff</li> <li>Non-Compliance with the Social Media Policy and the Use of Computers Agreement including Smoothwall alerts.</li> <li>Display, or electronic transmission, of pornographic, degrading, or indecent pictures in the learning environment</li> <li>Unnecessary and unwelcome physical contact, touching, or proximity, malicious gossip</li> </ul>	<ul style="list-style-type: none"> <li>Threatening behaviour</li> <li>Violence</li> <li>Significant Bullying/ Harassment</li> <li>Vandalism</li> <li>Supply or possession of an illegal drug</li> <li>Carrying an offensive weapon</li> <li>Sending unwanted nudes</li> <li>Distributing nudes</li> <li>Indecent exposure</li> <li>Sexual assault</li> <li>Inviting or encouraging non-college members onto the site</li> </ul>

## Behaviour Incident Referral Process



## **APPENDIX 3 - STUDENT DISCIPLINARY PROCEDURE**

The Disciplinary Procedure 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
- Stage 1 – Cause for Concern
- Stage 2 – Head of House Monitoring
- 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 a teacher, tutor or other member of staff 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
- setting targets within 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 Behaviour Notes or by setting targets within a Stage 0 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 – Cause for 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 Stage 1 Cause for Concern. The Tutor will discuss concerns with the student and identify any mitigating circumstances to determine whether the Action Plan is Stage 1: Disciplinary or Stage 1: Support. If the student has mitigating circumstances affecting their attendance or approach to study, the Tutor may put additional support in place within the targets set. The Tutor may add pastoral targets to any existing subject targets and set a review date (usually 3-4 weeks). 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 Monitoring**

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 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: Support. 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 for Formal Warning and Support Action Plans will be referred to the Director of Student Support for the monitoring under 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 (Pastoral) 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 Stage 3 Formal 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 other member of the Senior Management Team 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/carers, 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/carers 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.

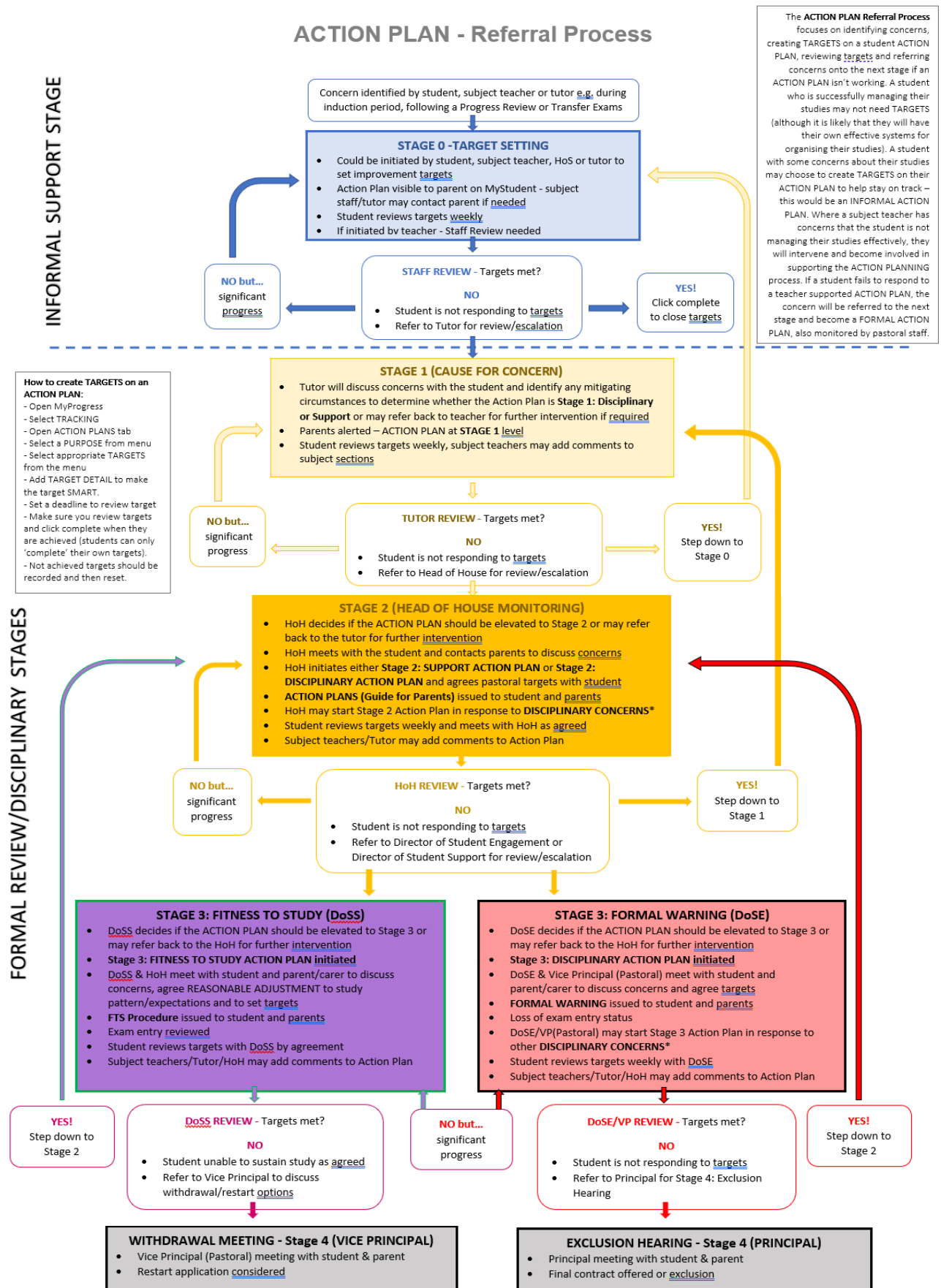
When a student has exhausted the college's appeals procedure, the student has the right to make a complaint to the Education and Skills Funding Agency (ESFA). A complaint is not a further stage of appeal.

## **COMPLAINTS PROCEDURES**

At Collyer's we strive to achieve high standards in the discharge of our responsibilities and to minimise the likelihood of concerns occurring. Where a concern does arise, we shall treat the matter seriously and aim to resolve it quickly, effectively and to the satisfaction of all parties.

A link to the complaints policy accessible on our website is [here](#).

## APPENDIX 4 - ACTION PLAN REFERRAL PROCESS





# STUDENT ACTION PLANS – A Guide for Parents



Collyer's Action Plan referral process is designed to ensure students receive the support they need to meet their full potential during their studies. The process involves:

- identifying concerns
- creating targets
- reviewing targets
- referring concerns onto the next stage if the Targets on an Action Plan isn't working

Parents can view a student Action Plan on MyStudent under the Tracking tab. We aim to make targets SMART (Specific, Measurable, Achievable, Relevant, Time-Bound), so a deadline will be set to review each target and students will be expected to add their own review of their progress by the deadline. Staff may also add a review comment if appropriate.

## Stage 0 – TARGET SETTING

A student who is successfully managing their studies may not need any targets, although it is likely that they will have their own effective systems for organising their studies. A student may choose to create their own targets to help manage their workload effectively. If a student initiates their own targets, it should be viewed positively, as they are taking steps to organise their own learning. Subject Teachers or the Tutor may become involved in target setting to provide guidance and direction.

## Stage 1 – CAUSE FOR 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 Stage 1: Cause for Concern. The Tutor will discuss concerns with the student and identify any mitigating circumstances to determine whether the Action Plan is Stage 1: Disciplinary or Stage 1: Support. If the student has mitigating circumstances affecting their attendance or approach to study, the Tutor may put additional support in place within the targets set. The Tutor may add pastoral targets to any existing subject targets and set a review date (usually 3-4 weeks). 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 MONITORING

Heads of House will contact parents/carers if an Action Plan is elevated to 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: Support. 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. If the student does not respond to targets, the HoH will refer Disciplinary Action Plans to the Director of Student Engagement or Support Action Plans to the Director of Study Support.

## Stage 3 – FORMAL WARNING

At Stage 3: Disciplinary parents/carers will be invited to attend a meeting with the Vice Principal and Director of Student Engagement, a Stage 3 Warning will be issued and the student will lose 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.

## Stage 3 – FITNESS TO STUDY

At Stage 3: FTS the formal Fitness to Study Procedure is initiated by a meeting between the Director of Student Support, student and parents/carers. Barriers to study will be considered and reasonable adjustments agreed alongside targets. Exam entry status will be reviewed.

## Stage 4

Failure to meet targets at Stage 3 will result in referral to Stage 4: Exclusion Hearing (Disciplinary) with the Principal or Stage 4: Withdrawal Meeting (FTS) with the Vice Principal (Pastoral).

**Student Code of Conduct and Student Behaviour Policy & Procedure are published in full on college website. NB: A student may be placed directly on a higher stage action plan for issues of misconduct.**

# Support and Disciplinary Action Plans



## Student Behaviours of Concern

Absence  
Poor punctuality  
Poor concentration  
Lack of confidence  
Missed deadlines  
Disorganisation  
Procrastination  
Under-performance  
Afraid to contribute to discussion  
Difficulty accessing lessons  
Lack of agency/self-belief  
Struggles in test situations  
Struggles with group work  
Lack of commitment to study  
Struggles with independent study  
Afraid of challenge  
Poor prioritisation  
Unable to maintain perspective  
Reliant on support/monitoring  
Unmotivated  
Defensive in response to feedback  
Emotional  
Lack of interest/curiosity  
Blaming (in relation to failure)

WHY?

## Possible Pastoral Causes

Poor physical health  
Poor mental health  
SEND  
Lack of emotional regulation  
Family problems  
Relationship issues  
Socialisation problems  
Identity questions  
Poverty  
Abuse/neglect  
Criminality  
Substance abuse  
Bullying (Cyber)  
Isolation  
Homelessness  
Low self-esteem  
Poor resilience

## Possible Study-based Causes

Poor Knowledge acquisition  
Poor Exam skills  
Poor Study skills  
Ineffective Revision techniques  
Lack engagement with 'hard topics'  
Shallow Understanding  
Normalised with other underperformers  
Reliance on 'cramming'  
Poor multi-tasking  
Lack of planning  
Lack of study space  
Not asking for help  
Making the same mistakes



LET'S HELP

## Support Action Plan

### Possible Pastoral Solutions

Parent Contact  
Tutor 1-2-1  
Referral to HoH  
Referral to Safeguarding Team  
Refer to student services  
.b Mindfulness Course  
Self-Help Strategies  
Online Counselling  
Well-Being VLE  
Encourage GP intervention  
Explore progression options

## Disciplinary Action Plan

### Possible Curriculum Solutions

Parent contact  
Workshops  
Peer Mentoring  
Peer marking  
Developed feedback  
Past paper questions  
Increase of independent study hours  
Time spent in the library  
Explore subject specific progression options  
Create opportunities for contribution in class  
Change seating plan

## Signs of success

Improved attendance  
Improved punctuality  
Improved Behaviour  
Increased confidence  
Improved Progress  
Review Grades  
Positive Contribution in class  
Improved morale  
Positive about progression  
Meets deadlines  
Positive interactions with classmates  
Mature approach to class/study  
Improved organisation  
Learns from mistakes  
Resilience to challenging questions/criteria

## **APPENDIX 5 – STUDENT BULLYING AND HARASSMENT PROCEDURE**

### **1. INTRODUCTION**

If you feel that you are being subjected to harassment, you should not feel that it is your fault or that you have to tolerate it. The college's primary concern is that you should receive appropriate support, assistance and confidential advice. There are various ways you can deal with harassment, ranging from asking the person to stop, to making a formal complaint. There are separate policies for staff who are experiencing harassment.

The college recognises the importance of ensuring that the complainant is protected from further harassment arising from the alleged incident and/or complaint. Maintaining confidentiality is very important in order that fair inquiries can be carried out and that unnecessary stress to either party is avoided.

### **2. PROCEDURE**

#### **2.1 Informal resolution:**

The following advice might be useful for any student who is experiencing harassment, as a first informal step towards a resolution of their concerns:

- It is important that the person who you feel is harassing you realises that their behaviour is unacceptable and there are two ways of doing this:
  - making it clear to the person you feel is harassing you that you find their behaviour unacceptable and asking them to stop;
  - speaking to someone else such as a friend or peer who may take up the matter on your behalf.

This may often be enough to solve the problem. If the problem remains unresolved, see paragraph 2.2.

- Keep a note of the details and dates of any relevant incidents that have caused you distress, particularly if you feel unable to speak to the person you feel is harassing you or, having spoken to that person, the behaviour persists.
- Note how the incidents have affected you and if you have had to change the way you study or socialise as a result. Also note any witnesses, whether the incident/s was reported and what action was taken as a result.

#### **2.2 Reporting a concern:**

If you feel that the harassment has not been resolved by the informal actions above or if the matter is of a more serious nature than can be dealt with by any of the above means, you should report your concern to your teacher, tutor or a member of the Students Services team. If your tutor is the person against whom you are making the complaint, report the matter to your Head of House, or the Director of Student Engagement. If you speak to someone other than a tutor or Head of House, then that person should refer the issue to the tutor or Head of House and ensure that they keep the matter confidential.

2.2.1 The tutor (or Head of House) will take up the matter with the person whose behaviour is causing the problem via their own tutor. This will be done sensitively bearing in mind the need to protect both your rights as complainant and those of the person about whom you are complaining – both parties are entitled to a full and fair opportunity to put their version of events. Ideally, the result of this discussion will be that the person causing the distress agrees to stop immediately the behaviour in question. If the complaint is against a member of staff, this should be reported to the Principal.

2.2.2 If, following the tutor or Head of House's initial intervention, the problem persists, you should make a formal report as set out in the procedures below, normally within four weeks of the last alleged incident.

2.2.3 The formal report should be in writing and addressed to the Head of House. If you prefer, however, you can see the relevant Head of House in person to explain the nature of the complaint and the Head of House will then make a record of the issues and ask you to sign it as a correct record of your statement.

2.2.4 The Head of House will arrange an investigation. The person against whom a complaint has been made will be told formally of the nature of the complaint, given a copy of this



policy and procedure, and advised of their right to be accompanied in any investigation which follows.

- 2.2.5 An investigation will be carried out as soon as possible by gathering statements from witnesses and any CCTV or digital evidence. The Head of House will then meet you to explain the outcome and any action to be taken. This will normally include an explanation of the following:
- whether the report has been substantiated
  - whether the issue is to be investigated further
  - what action will be taken as a result, by whom, and in what timeframe (taking care not to disclose confidential information if disciplinary action is one of the actions to be taken)
  - your right to appeal against the decision via the Complaints Policy
- 2.2.6 The Head of House will also tell the person against whom a report has been made if further investigation or action is to take place. If disciplinary action is to be taken against them, they will be given a copy of the Disciplinary Procedures. The Head of House will inform relevant parties including parents/carers to take forward disciplinary action.
- 2.2.7 The Head of House should monitor the situation for an appropriate period of time afterwards to ensure that the situation has been resolved or that further problems are addressed.
- 2.2.8 Heads of House will refer incidents of a serious nature to the Director of Student Engagement, the Director of Student Support or a member of the Student Services team.

### **3. VICTIMS OF CRIME**

If you feel you have been the subject of any behaviour that may constitute a crime, for example, you have been physically attacked, sexually assaulted or racially abused, you are strongly advised to report the attack to the police in addition to reporting the matter to your tutor, Head of House or Student Services. The college will always co-operate in cases where a crime has been committed and will deal with the matter in confidence, where appropriate.

### **4. WHAT IS BULLYING AND HARASSMENT?**

- 4.1 The college defines harassment as behaviour that degrades, humiliates or belittles through actions, words or gestures. It is any unwanted behaviour that a person finds intimidating, upsetting, embarrassing, humiliating or offensive. This would include victimisation, bullying, discriminatory language or behaviour. It may involve relationships of unequal power and contain elements of coercion. However, it may also involve relationships among equals.
- 4.2 The Equality Act uses a single definition of harassment to cover protected characteristics. Employees will now be able to complain to behaviour that they find offensive even if it is not directed at them.
- 4.3 In addition, the complainant need not possess the relevant characteristic themselves and can be because of perception or association. Harassment applies to all protected characteristics except for pregnancy, maternity where any unfavourable treatment may be considered discrimination and marriage and civil partnership.
- 4.4 Harassment may be repetitive or an isolated incident and may be:
- Physical – contact, assault or gestures, intimidation, aggressive behaviour;
  - Verbal – unwelcome remarks, suggestions, propositions, malicious gossip, jokes, banter;
  - Non-verbal – offensive literature or pictures, graffiti and computer imagery, electronic messaging via text, voicemail, e-mail or internet, isolation or non co-operation and exclusion from social activities.
- 4.5 Bullying is persistent, offensive, abusive, intimidating or insulting behaviour, unfair sanctions, or other abuse of power or position.
- 4.6 The examples of harassment provided below are non-exhaustive and do not add any relative importance to any protected characteristic.
- Harassment on grounds of **age** may include (without limitation): ageist jokes; conduct based on stereotypical perceptions about a person because of their age or level of experience and intrusive questions about a person's age.

- Harassment on the grounds of **disability** may include (without limitation): mocking, mimicking or belittling a person's disability or the disability of someone they care for denial of a person's disability, consistent or repeated failure to provide clearly identified facilities or meet requirements to enable a person to perform their duties or receive an adequate service; intrusive questions regarding a person's impairment.
- Harassment on grounds of **gender identity** may include (without limitation): jokes about gender identity and/or expression; deliberately or repeatedly using incorrect pronouns; not acknowledging a person's affirmed name (known as 'deadnaming') and intrusive questions regarding a person's gender identity and/or expression, outing a person as trans without their permission or spreading rumours or gossip about their gender identity, expression, and history.
- Harassment on grounds of **race** may include (without limitation): racist jokes; conduct and comments based on stereotypical perceptions and prejudices about a person because of their race; intrusive questions about a person's race, skin colour, nationality, or ethnic national origins.
- Harassment on grounds of **religion or belief** may include (without limitation): jokes about a particular religious group; behaviour which fails to tolerate, acknowledge or allow participation in religious convictions, beliefs or practices; and intrusive questions about a person's religion or beliefs.
- Harassment on grounds of **sex** may include (without limitation): sexist jokes; conduct based on stereotypical perceptions and prejudices about a person because of their sex; and intrusive questions regarding a person's sex.
- Harassment on grounds of **sexual orientation** may be experienced by any of the groups above and may include (without limitation): Homophobic or biphobic jokes, or jokes relating to a person's actual or perceived sexual orientation, relationship, or relationship history; Outing a person as lesbian, gay or bi without their permission or spreading rumours or gossip about their sexual orientation, relationship, or relationship history; and intrusive questioning about a person's sexual orientation, partnership, or domestic circumstances.

4.7 **Coercive Behaviour** – Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, frighten, or create dependence. Examples may include (without limitation):

- making direct or implied threats, such as threatening to revoke authorship and credit on publications and research papers;
- humiliating an individual by criticising them in a public forum, such as by group email/messaging service or in a group meeting.

4.8 **Gaslighting** – Gaslighting is the manipulation by psychological means of a person (or group) which causes them to doubt themselves, their capabilities or their sense of reality. Examples may include (without limitation. a manager criticising an individual's work, then later denying they had done so; and 5.4.2. an individual being made to feel that their opinions, concerns, thoughts and feelings are incorrect or lack validity.

4.9 **Banter** – Banter is the exchange of teasing remarks. Communication which some may consider to be banter is not acceptable if it falls into the categories of bullying and/or harassment. Banter may affect the person the comments are directed towards, and others who overhear the comments. Examples may include (without limitation):

- making jokes about a person's appearance;
- publicly humiliating a person in front of others;
- using unagreed or unwelcome nicknames.

4.10 **Victimisation** – Victimisation is subjecting a person to detrimental treatment because they have reported bullying and harassment. Examples may include (without limitation):

- being marked as an 'informant' or 'snitch';

- withholding social opportunities or fostering isolation;
- coercing others to keep distance.

4.11 **Online (Cyber) bullying** – Cyber bullying is any form of bullying that is carried out online using electronic media devices such as computers, laptops, smartphones, tablets, or gaming consoles. It can take place on social media platforms such as (but not limited to) Snapchat, Instagram, Discord, Facebook, Twitter, WhatsApp, WeChat, LinkedIn, through email, text message or online collaboration sites such as Microsoft Teams or Zoom.

## 5. **SEXUAL AND RACIAL HARASSMENT**

5.1 Sexual harassment is a form of sex discrimination and is illegal and under the 2010 Equality Act it is an offence to bully an individual on the grounds of their protected characteristics. It can occur in a variety of situations but always has a distinctive feature: the inappropriate introduction into the work or learning environment of unwelcome actions or comments of a sexual nature.

The following are examples of activities that might constitute sexual harassment. The list is not exhaustive:

- Suggestive and unwelcome comments, looks or gestures emphasising the gender or sexuality of an individual or a group;
- Unnecessary and unwelcome physical contact, touching, or proximity;
- Unwelcome, intrusive or persistent questioning about a person's marital status or sexual interests;
- Innuendo, lewd jokes, and the general use of sexually explicit or provocative language;
- Unwelcome or derogatory remarks about the sexual orientation or preference of an individual or a group;
- Unwelcome requests for social or sexual encounters and favours;
- Display, or electronic transmission, of pornographic, degrading or indecent pictures, objects or materials in the work or learning environment;
- Indecent exposure or sexual assault.

Further procedures for managing a report of sexual harassment or sexual violence are detailed in the Safeguarding and Child Protection Policy.

5.2 Racial Harassment is a form of race discrimination and is illegal. This can relate to nationality as well as ethnic background.

The following are examples of what might constitute racial harassment. The list is not exhaustive:

- Derogatory name-calling;
- Insults and racist jokes;
- Ridicule of an individual for racial or ethnic difference;
- Persistent isolation of an individual or group because of race;
- Racist graffiti, images or insignia;
- Display or dissemination of racially offensive material;
- Verbal abuse and threats relating to race;
- Physical attack.

## 6. **SUPPORT**

6.1 Bullying and harassment can cause humiliation, isolation, loss of confidence and serious harm to mental health and wellbeing in both the short-term and longer-term. The following support and services are available to members of the Collyer's Community who have experienced, witnessed or been accused of bullying and harassment:

- [Student Services SharePoint Site](#)
- [Wellbeing SharePoint site](#)
- Mind - Advice and support for anyone experiencing a mental health problem. [www.mind.org.uk](http://www.mind.org.uk) – Call: 0300 123 3393 (charges as per your provider)
- Multi-Agency Safeguarding Hub (MASH – West Sussex) Call: 01403 229900 in office hours or 0330 222 6664 at other times Email: [MASH@westsussex.gov.uk](mailto:MASH@westsussex.gov.uk)

- Papyrus – HOPELINEUK – Confidential suicide prevention support and advice if you or another young person you know are not coping with life and are having thoughts of suicide. [www.papyrus-uk.org](http://www.papyrus-uk.org) Call: 0800 068 4141 – Text: 07860 039 967 – Email: [pat@papyrus-uk.org](mailto:pat@papyrus-uk.org)
- Samaritans – 24/7 help if you are struggling to cope; facing a crisis; having thoughts of suicide. [www.samaritans.org](http://www.samaritans.org) Call free on: 116 123 Email: [jo@samaritans.org](mailto:jo@samaritans.org)
- Shout – Anxious? Worried? Stressed? 24/7 help from a team of crisis volunteers if you are struggling to cope and need immediate help. [www.giveusashout.org](http://www.giveusashout.org)  
Free text service. Text: Shout to 8525
- Sussex NHS Urgent Mental Health Helpline – Call: 0300 500 0101
- YMCA Dialogue Counselling [www.ymcadlg.org](http://www.ymcadlg.org) Call: 01273 725259 Email: [dialogue@ymcadlg.org](mailto:dialogue@ymcadlg.org)

## 7. SUMMARY

- 7.1 Differences of attitude or culture and the misinterpretation of social signals could mean that what is perceived as harassment by one person may not seem so to another. **The defining features, however, are that the behaviour is offensive or intimidating to the recipient and would be so regarded by any reasonable person.**

## APPENDIX 6 – SUBSTANCE MISUSE PROCEDURES

### General principles for dealing with suspected substance misuse for all staff:

- The health, safety and wellbeing of our students is of primary consideration when dealing with suspected substance misuse. If in doubt call a first aider and in an emergency call 999;
- All staff have professional and legal responsibilities which must be discharged irrespective of personal views on the misuse of substances;
- All staff will undertake in service training provided by the college so that they are equipped to recognise signs of substance misuse and respond appropriately;
- All staff should have due regard for the college's Safeguarding and Child Protection Policy and the Student Disciplinary Procedures in dealing with any suspected substance misuse;
- Any member of staff who finds a student using, in possession of, or distributing a substance on the college campus will inform a member of the Safeguarding Team, Student Services or a member of the Senior Management Team in accordance with the Substance Misuse Procedure. Any of these key persons should also be informed if such activity is suspected or a student is believed to be under the influence of a substance;
- Any member of staff who suspects that a student may be in personal difficulty because of their use of a substance should report their concerns to the student's Head of House and/or a member of the Safeguarding Team;
- Any member of staff who takes a disclosure from a student in difficulty because of their use of a substance, must inform the appropriate Head of House who will seek support for the student either in college or from external agencies as appropriate;
- Staff should work in collaboration with parents and carers throughout unless there are contraindications for doing so;
- Staff to utilise external support where needed which may include referral to Change, Grow, Live (West Sussex Drug and Alcohol Wellbeing Network) and consultation with the Police.

### Substance Misuse Guidance and Procedure

#### 1. Guidance: Warning signs of possible substance misuse

Some signs of substance misuse can be confused with signs of other quite innocent behaviour or problems. Therefore, it is important that staff should take care not to jump to a conclusion which might be inappropriate. In order to support staff in their identification of possible substance misuse, potential signs are grouped into three categories below. If a member of

staff has any concerns they should liaise with Student Services, a First Aider or a member of the Safeguarding Team for advice.

Physical symptoms/signs of substance misuse:

- Sudden changes in mood/behaviour, unusual outbreaks of temper
- Disregard for physical appearance
- Loss of appetite or increase in consumption of set foods
- Excessive use of deodorant to cover smell of drugs or solvents
- Drowsiness, sleepiness or slurred speech
- Unusual small, stains or marks on clothing or body, or around the mouth and nose
- Marked interest in glue or solvent based products
- Soreness or redness around the eyes or mouth
- Flushed face or neck
- Dilated pupils
- Small groups meeting in secretive places
- Unsteady on feet
- Staining on hands

Social presentation:

- Keeping away from other students
- Being the subject of rumour about drugs
- Use of drug slang
- Excessive spending or borrowing of money
- Unexplained loss of money or belongings from home
- Perpetual stealing of money or goods that are then sold
- Changes in attendance patterns
- Reluctance to participate in college activities
- Loss of interest in a sport or a hobby
- Sudden changes in friendship group
- Secretive behaviour or hypervigilance around staff
- Performance at college shows a marked decline
- Association with strangers on or around the college premises

Equipment/paraphernalia that may be used for drug use:

- Containers made from silver foil perhaps discoloured by heat
- Small bottles, pillboxes, photographic film canisters, empty solvent containers, twists of paper
- Straws, small plastic bags, butane gas containers
- Stash cans – disguised as everyday objects e.g. deodorants or coke cans
- Drinks cans with extra holes and signs of scorching
- Syringes or needles
- Cigarette lighters
- Spoons discoloured by heat
- Sugar lumps
- Spent matches
- Stamps, stickers, transfers
- Grinders

## **2. Procedure for Managing Suspected Substance Misuse**

- 2.1 If a student makes a disclosure about their own, or another student's involvement with drugs, it must be recorded in writing at the time (or as soon as possible after the verbal disclosure), on CPOMS. The student may wish to write down their concerns themselves and this can be scanned and uploaded to CPOMS. Refer the disclosure to the student's Head of House or the Safeguarding Team who will arrange to see the student to discuss appropriate support, either in-house or through an external agency.

- 2.2 If a member of staff suspects a student is under the influence of, or in possession of a prohibited substance on campus, they should inform Student Services or a senior member of staff immediately (Director of Student Engagement, Director of Student Support, Vice Principal (Pastoral), Head of House). If possible, two members of staff should be present, to:
- **Assess** – How serious is the situation? Is it safe to remove the student from the location?
  - **Isolate** – If substance misuse or possession of substances is suspected the student should be taken to Student Services or a nearby empty classroom/office. If the student is in immediate danger and it is not safe/possible to remove the student then clear other students from the area, call 999 and a First Aider.
  - **Question** – Determine whether a student seems to be under the influence through questioning and observation of physical presentation. If possession is suspected then a search may be requested and carried out by a designated member of staff (VP, DoSE, DoSS, HoH, member of Safeguarding Team, SMT).
  - **Search** – The power to search and confiscate will be used in accordance with DfE guidance on Searching, Screening and Confiscation (January 2018). This search will not require students to remove any clothing other than outer clothing. The college will only exercise the right to search with student consent, but should a student fail to consent where there are reasonable grounds to search, they will be suspended from campus pending a disciplinary hearing. Reasonable grounds to search will be determined by the guidance in section 1 of this document.
- 2.3 Action to be taken by members of staff with designated responsibility for searching:
- A search should take place in the presence of at least two members of staff and away from other students, ideally in an office or empty classroom;
  - Where students are suspected of concealing prohibited substances or items on their person or amongst their possessions, every effort should be made to secure voluntary production, for example, by asking the student to turn out their pockets or to empty their bag or locker;
  - Remove and confiscate any prohibited substance or item from the student concerned, preferably in the presence of another member of staff. Confiscated substances should be placed in a sealed bag or container and labelled with the date, name of student and members of staff who conducted the search;
  - If a student refuses to consent to a search and staff have reason to believe they are in possession of prohibited items, it will be explained that due to safeguarding concerns and failure to comply with the reasonable request a member of staff, the student will be suspended from campus pending further investigation and a disciplinary hearing;
  - A record of any search undertaken (even where no substance was found) and any substance or items seized will be recorded on MyProgress in a confidential note. Any confiscated items must be immediately passed to the Vice Principal (Pastoral), another member of SMT or the Director of Student Engagement in her absence;
  - The Vice Principal (Pastoral), member of SMT or DoSE will ensure that the substance is either disposed of safely (if appropriate) or stored in a secure location before handing to the Police;
  - The Vice Principal (Pastoral), member of SMT or DoSE will work with the HoH to conduct any further investigations. All statements must be written by the member of staff or the student under the direction of the staff interviewing. All statements should be taken as close to the timing of the incident as possible. This is in line with other incidents that are covered in the Student Disciplinary Procedure.

NB: If a member of staff suspects a student is under the influence of, or in possession of a prohibited substance during a college trip or out of hours activity, the member of staff has authority to follow the procedures set out in 2.2 and 2.3 with remote guidance from the Vice Principal (Pastoral) or member of SMT where needed.

### **3. Subsequent Interventions**

Following investigation, a senior member of staff will take any of the following appropriate actions:

- 3.1 Where the sale or distribution of substances is confirmed on or around campus or during a college activity, the college may involve the police and will exclude the student concerned permanently.
- 3.2 Where it is suspected or proven that a student has attended college under the influence of a substance they will be sent home and parents/carers informed. Where it is deemed unsafe for the student to travel unaccompanied, a parent or carer will be asked to collect the student from college. If the immediate safety of the student is of concern, emergency services will be contacted. It is highly likely that disciplinary action will follow, possibly including, but not restricted to the following:
  - a. Stage 3 Disciplinary Action Plan (including loss of exam entry status)
  - b. Further suspension
  - c. Permanent exclusion
  - d. Referral to the policeThis action will always involve and/or be communicated to parents/carers.
- 3.3 Where a student is identified as being in difficulty in circumstances which indicate the misuse of substances, the college will aim to provide appropriate support to the student using in-house and/or external agencies. This will not preclude the use of the disciplinary procedure.

## **APPENDIX 7 – STUDENT SOCIAL MEDIA USE**

### **Principles for Collyer's Students – Be Courteous, Responsible and Respectful**

The college promotes values of responsibility and respectfulness to all students. Students should be aware of the context of the Student Code of Conduct when using any form of social media. Students have a responsibility to keep themselves safe and helping to keep others safe when using social media.

#### **Collyer's Students:**

- a) Must be conscious of the need to adhere to the terms and conditions of their Code of Conduct when using Social Media, specifically the fundamental obligation that you are expected to behave courteously and in a manner which indicates respect for others, the environment around you, and yourself. Our aim is to maintain a supportive and safe working environment for students and all others connected with the college. In this instance 'others, the environment around you, and yourself' includes the online community.
- b) Must not engage in activities on social media which might bring Collyer's into disrepute.
- c) Must not represent personal views as those of the college.
- d) Must not discuss personal information about students or staff.
- e) Must not use social media and the internet in any way to attack, insult, abuse or defame peers, students, staff, their family members, other professionals, other organisations or the college.
- f) Must be considerate of their colleagues if posting media items such as photos, videos and other related material. Great care needs to be taken as the Collyer's 'official' social media sites have different standards and requirements to personal social media activity.

## **APPENDIX 8 – Collyer's Student Use of Computers Agreement**

### **Collyer's Student Use of Computers Agreement**

This agreement will be explained at Induction with any later changes made known to you. Your consent is a condition for use of the College of Richard Collyer IT facilities.

This agreement provides you with clear guidelines about how you may use the College IT facilities. They ensure the legal responsibility on the part of the college to safeguard its users against harassment, abuse, defamation or discrimination and they ensure that all users of IT within the College are working within the requirements of the relevant acts.

The College of Richard Collyer provides network and internet access as an educational tool and access to the networked resources is therefore a privilege, not a right. The College will filter and monitor all internet usage within the College in a responsible and transparent way in order to ensure and maintain the safety of staff and students. It therefore reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and any or all information transmitted or received in connection with such usage.

These guidelines are targeted at your computer use within Collyer's. They are, however, excellent guidelines for using your own computers and mobile devices out of college. Referenced legislation applies to everyone in the UK, on any device, at any time.

**When using Collyer's IT equipment and systems, I agree to:**

- Never alter software, hardware or cabling configuration without first consulting [itsupport@collyers.ac.uk](mailto:itsupport@collyers.ac.uk)
- Only connect personal devices wirelessly
- Never leave equipment unsecured
- Never attempt to evade security measures or knowingly introduce malicious software to the network Computer Misuse Act 1990
- Never download or install executable files (.exe)
- Never corrupt, destroy, disrupt or violate the privacy of another user's work
- Never post defamatory or offensive material designed to harass, abuse or discriminate against another individual
- Never let any other person know my password, door codes, or use my ID
- Never drink or eat at an open-access computer

**When using my personal device with the college systems I will:**

- Take responsibility for protecting my device(s), ensuring all software/system patches are applied and protection software is updated
- Protect my personal device(s) using passwords or fingerprint access
- Make appropriate backups to a secure location
- Configure my personal device(s) to delete its contents if it is lost, stolen or if attempts have been made unlawfully to gain access (I can do this myself through 365 mail settings)

**When using the Internet, I must:**

- Never knowingly attempt to access offensive, obscene or indecent images, literature or other data
- Never post defamatory or offensive material (Communications Act 2003)
- Ensure personal IT use does not interfere with the work of myself or others
- Never open email attachments or links unless I am certain of the source
- Never send mail to large numbers of people who have not requested it (spam)

**I understand that:**



- The College uses 3rd party software that enables my keystrokes and all onscreen content to be monitored and logged in real time. (Regulation of Investigatory Powers Act 2000)
- My User Folder and Mailbox may be inspected by members of the teaching or IT Support Staff and that my actions may be observed and recorded
- If my account remains inactive for a college term it will be automatically disabled
- My computer activity may be reported to the authorities (PREVENT)
- The subject of any electronic file or email on the system can request to see that data (Freedom of Information Act 2000)
- All work and material produced for the college remains property and copyright of Collyer's (Copyright and Related Rights Regulations 2003)
- If I am suspected of breaching this agreement, then my network access maybe restricted or removed

## **APPENDIX 9 – Library Code of Conduct**

### **Library Code of Conduct**

The Student Code of Conduct applies in the Library. You are expected to wear your ID card and lanyard. Students without their lanyard should expect to be challenged. Students should behave courteously, in a manner which indicates respect for others, the environment around you and yourself.

We ask that when using Collyer's Library you also abide by the following code:

1. Please dress in a manner appropriate for a working environment. Hoods should be taken down.
2. Please switch your mobile phone to silent before you enter the Library.
3. Please enter and walk through the Library silently so as not to disturb those working.
4. Please work independently and in silence. You may work quietly with the person next to you in L102, first floor Library 8am – 4.15pm.  
The Library Team are available to help if you need anything.
5. Please do not consume food or drink in the Library, other than water. There are water fountains on the first and second floors. Bottled water should not be left next to computers. Please keep the Library tidy and use the recycling bins provided.
6. Please use headphones, rather than the computer speakers. No one else should be able to hear what you are listening to. You can borrow headphones from the Library Help Desk if you need to listen to something on the computer.
7. Computer users must observe the use of computers agreement. Computer use is restricted to study purposes, rather than for private or leisure use.
8. Please follow instructions of Library Staff immediately, without comment.

**Students who do not observe this code will be asked to leave the Library and may have their computer access withdrawn.**

### **Further Reading**

Students must also abide by the Student Code of Conduct and Collyer's Copyright policy. Most of this is common sense but if you are worried that what you want to do might be a breach of the agreement, please contact [itsupport@collyers.ac.uk](mailto:itsupport@collyers.ac.uk)