

Student Discipline Policy			
Current Status	Operational	Last Review:	September 2018
Responsibility for Review:	Deputy Principal	Next Review:	September 2019
Internal Approval:	SLT	Originated:	June 2010

SECTION A Code of Practice for dealing with Challenging and Disruptive Behaviour

SECTION B Student Disciplinary Procedure

Policy Statement

1. One recognises that it is in the interests of all students and staff to establish and uphold acceptable standards of behaviour and conduct to provide a safe and comfortable environment for learning.
2. One will publish its expectations of the behaviour of its students in the **Code of Conduct** associated with this Policy and this is signed by the student at enrolment.
3. One will provide appropriate guidance to teaching staff on how to manage behaviour through the **Code of Practice for dealing with Challenging and Disruptive Behaviour** included here. Its function is to describe good practices that support the development of appropriate behaviour in classrooms and workshops, and for managing student behaviour when it does become challenging or disruptive.
4. Where the standard of a student’s behaviour falls below that which the College (One) expects they will be subject to the **Student Disciplinary Procedure** outlined below. The purpose of the procedure outlined is:
 - To identify the issues underpinning poor behaviour
 - To help students achieve and maintain acceptable standards of behaviour
 - To ensure consistent and fair treatment for all students in relation to disciplinary action
5. The implementation of the Policy and associated Codes and Procedures will be monitored by the Local Governing Body, which will receive an annual report in the June meeting from the Deputy Principal.

A. Code of practice for dealing with challenging and disruptive behaviour

The Code of Practice places strong emphasis on good planning of the student’s learning programme, the teaching environment and of the induction programme. Time spent ensuring that teaching is interesting, stimulating and relevant will seriously reduce the chances of students becoming bored and disruptive. Sessions that are not planned, and where teachers ignore the different needs of individual students are more likely to result in disciplinary problems.

Factors influencing student behaviour

1. Curriculum offer, design and delivery-giving students appropriate qualifications for their potential careers

2. Careers Information, advice and guidance (CEIAG) given to students at pre-induction, induction and on programme. Making sure students are on the right programme for their needs and abilities
3. The physical learning environment, furnishings, equipment and décor present an interesting, clean, safe and organised place to learn
4. Classroom/workshop organisation and management of health and safety
5. Lesson planning with clear aims and objectives
6. Time management (both of staff and students)
7. Teacher behaviour, and the example set in their interaction with other staff and students
8. Student peer pressure
9. Commitment to learning by the student. This is more likely when they are clear about the link between their programme and the careers they want to move into
10. Commitment to teaching by all staff-presenting a positive attitude and engaging in Continuing Professional Development (CPD) opportunities
11. Teaching styles. Lessons which are stimulating, relevant and offer appropriate levels of challenge
12. Background of students and how effectively individual learning styles are catered for
13. Individual Education Plans. Supporting students who have difficulties with all or part of their qualification
14. The way in which unacceptable behaviour is challenged outside the classroom or workshop. It is important that all staff reinforce the message that sets high standards of conduct, and expect those standards to be maintained at all time

1. Guidelines for Pre-Induction

Teams will:

- Plan the curriculum around a well-structured day. Good teamwork amongst teachers is essential where appropriate in order to maintain good student discipline
- Ensure that Learning Support Assistants are involved in the planning process
- Plan learning that makes the most of resources and staff expertise
- Plan a comprehensive induction programme which will set ground rules about attendance, particularly responsible behaviour and what is generally expected of students on programme
- Plan learning programmes which will be challenging to students and lead to high levels of attainment

2. Guidelines for Induction

Teams need to:

- Carry out a planned induction programme. Allowing students to experience the type of activities they are to be involved with on programme
- Introduce the Centre's Disciplinary Policy through the code of conduct
- Reinforce rules about attendance, punctuality and responsible behaviour, and make the consequences of non-compliance absolutely clear
- Signpost all other relevant policies (Health and Safety, Equality and Diversity, Bullying/Harassment, Exams, ICT, Code of Conduct and Plagiarism policies)
- Explain to students the consequences of non-compliance with all College policies

3. Guidelines for On-Programme

Teams need to:

- Act as role models for behaviour that is expected throughout the sessions
- Prepare the classroom/workshop/learning environment-e.g. room layout, equipment, learning aids-at least 15 minutes prior to start of class
- Prepare well for all sessions:-Classes to have as a minimum: a Lesson Plan with lesson aims and learning outcomes, using the standard lesson format: good quality relevant teaching aids/hand-outs; a mix of teaching and learning styles and where appropriate good coordination with Learning Support Assistants
- Display theoretical and technical knowledge with enthusiasm for teaching the subject
- Constantly reinforce rules about attendance, punctuality and responsible behaviour. If standards are relaxed even for a short period it will be much harder to reinstate them; ensure that you always follow up non-compliance with the Code of Conduct with the response you promised at induction

4. Guidelines for Managing Disruptive Behaviour

- If disruptive behaviour occurs this is best dealt with outside the learning environment, but immediately after the incident occurs.
- Avoid shouting, absolutely no physical contact with the student.
- Ensure that you and the student are not alone in a room. Make sure that you have a witness to what is said and done. Seek assistance from a team member, Director of Curriculum, Student Services Manager, Associate Principals, Assistant Principal Students
- If disruptive behaviour is of a serious nature, for example involving large groups of students, the class should be suspended, and the Director of Curriculum informed to help manage the situation.
- All incidents must be managed through the disciplinary procedure, and the appropriate records signed and dated by the members of staff involved.

B. Student Disciplinary Procedure

The Disciplinary Procedure outlined below will apply to all enrolled on a programme of study at One, and those using One's premises as part of an agreed programme of learning through another institution.

Guidelines for Implementation

1. Introduction to the Procedure

- a) No disciplinary action will be taken against a student until One has fully investigated the circumstances of the unacceptable behaviour giving rise to disciplinary action, except in the case of gross misconduct; (in most cases the views of the Personal Progress Tutor Team will be sought)
- b) The Student Services Manager, a Director of Curriculum or a member of the Senior Leadership Team (SLT) may decide to suspend a student whilst the circumstances of the incident concerned are being investigated. Suspensions will be made in accordance with the procedures outlined below (Section 4)
- c) Normally the procedure will be followed in the order of the stages set out below. However, for serious breaches of the Code of Conduct, considered to warrant more serious action than the initial stages of the process, proceedings may be initiated at any stage
- d) A student will have the right to appeal against the final stage of the disciplinary process-dismissal from One (see Section 5)

2. Minor Lapse from Acceptable Standards of Conduct and Behaviour

All staff shall have a responsibility to correct minor lapses in student behaviour and conduct through informal oral warnings. Such instances are not considered to be part of the formal disciplinary procedure. However the consistent repetition of minor unacceptable behaviour in spite of repeated correction by staff may constitute unacceptable behaviour requiring action under the formal Disciplinary Procedure.

3. Formal Disciplinary Procedure

The formal disciplinary procedure consists of three stages:

Stage 1- Formal Verbal Warning

Stage 2- Written Warning

Stage 3- Final Written Warning

Stage 4- Dismissal

The procedure will normally be followed from the first stage, with subsequent stages being invoked for repeated instances of unacceptable behaviour. However where a serious breach of the Code of Conduct occurs the procedure may be instigated at the stage deemed appropriate in relation to the incident concerned. Standard letters recording the incidents are held by curriculum administrators. Copies of these records must be given to the student and their parent/ guardian/ carer, and one must be kept in the individual student file.

Please note that at the discretion of the Director of Curriculum, or member of SLT a student may have their right to attend the College suspended, either during a period of investigation in relation to a particular instance or as part of a 'cooling off' period following an incident of unacceptable behaviour.

Stage 1 – Formal Verbal Warning

Given by the relevant Teacher or PPT following discussion with the Personal Progress Tutor in minor instances of unacceptable behaviour, witnessed by the Head of Curriculum, Director of Curriculum or other appropriate member of staff.

A meeting will be convened with the student at which reasons for the lapse in acceptable behaviour will be explored and appropriate support offered. The student will be advised of:

- The reason that a verbal warning is being given
- The standard of behaviour expected from the student in future
- The consequences of repeated unacceptable behaviour
- The procedure for recording the verbal warning

A record of the verbal warning explaining the context and implications will be distributed to:

- Student receiving the verbal warning
- Student file held by the PPT
- A copy to their parents/guardians/carers

Stage 2 – Written Warning

Given serious instances of unacceptable behaviour or repetition of unacceptable behaviour following a formal verbal warning. Written warning to be given by the relevant Head of Curriculum, Director of Curriculum and Student Services Manager.

A meeting will be convened with the student at which reasons for the lapse/repeated lapse in acceptable behaviour will be explored and appropriate support offered. The student will be advised of:

- The reason that a written warning is being given
- The standard of behaviour expected from the student in the future
- The consequences of repeated unacceptable behaviour, which at this stage is likely to be dismissal
- The procedure for recording the written warning

A copy of the written warning explaining its context and implications will be distributed to:

- Student receiving the written warning
- Student file held by the PPT
- For learners under the age of 18 years- PPT's will make telephone contact with their parent/guardian/carer to raise their awareness of the seriousness of the situation and send a copy of the written warning to the student's parent/guardian/carer

Stage 3 – Final Written Warning

This will be issued when the terms of the Written Warning have been broken and will follow a formal written warning or it can be issued at the discretion of the Assistant Principal Students or Deputy Principal depending on the seriousness of the incident.

Final Written warning to be given by the Student Services Manager, Associate Principals or Assistant Principal Students.

A meeting will be convened with the student* at which reasons for not meeting the targets set out in the written warning will be explored and appropriate support offered. The student will be advised of:

- The reason that a final written warning is being given
- The standard of behaviour expected from the student in the future
- The consequences of repeated unacceptable behaviour, which at this stage is likely to be suspension and/or dismissal
- The procedure for recording the final written warning

A copy of the final written warning explaining its context and implications will be distributed to:

- Student receiving the final written warning
- Student file held by the PPT
- For learners under the age of 18 years-PPTs will make telephone contact with their parent/guardian/carer to raise their awareness of the seriousness of the situation and send a copy of the final written warning to the student's parent/guardian/carer

*If the student is over the age of 18 years their parent/guardian/carer will not be requested to attend the meeting.

Stage 4-Dismissal

A decision to dismiss a student may only be taken by the Deputy Principal witnessed by a member of the Student Services team. Dismissal will be affected in extreme instances of unacceptable behaviour or repetition of unacceptable behaviour following a final written warning.

A meeting will be convened with the student* at which, reasons for the extreme lapse/repeated lapse in acceptable behaviour will be explored.

The student will be advised of:

- The reason for dismissal
- Their right of appeal against the decision to dismiss them
- The procedure for recording the dismissal

*If the student is under the age of 18 years their parent/guardian/carer will also be requested to attend the meeting. Where they do not attend, the Student Services Manager must make telephone contact, to inform them of the dismissal.

A letter notifying the student of their dismissal and explaining the context and implications of dismissal will be distributed to:

- Student receiving dismissal
- Student file held by the teacher
- For students under the age of 18 years-the learner's parent/ guardian/ carer

In cases of dismissal the student will be escorted from the premises at the earliest opportunity, with a provision being made for staff supervision until the time that the student is able to leave the site. The Director of Student Services shall be responsible for ensuring the appropriate supervision of the student; this may include the need to provide supervision for the student during their journey home.

4. Suspension

As mentioned earlier, at the discretion of an Associate Principal, Assistant Principal Students or the Deputy Principal a student may have their right to attend the Centre suspended, either during a period of investigation in relation to a particular instance or as part of a 'cooling off' period following an incident of unacceptable behaviour.

The staff member involved will advise the student of the suspension in the presence of a second staff witness and will provide the student with a letter confirming the suspension, and the reason for the action being taken.

The student will be escorted from the premises at the earliest opportunity, with a provision being made for staff supervision until the time that the student is able to leave the site.

The Student Services Manager will be responsible for ensuring the appropriate supervision of the student; this may include the need to provide supervision for the student during their journey home.

The student will be advised of:

- The reason for dismissal
- Their right of appeal against the decision to dismiss them
- The procedure for recording the dismissal

Where a student is under the age of 18 years the staff member responsible will make immediate contact with the learner's parent/guardian/carer to advise them of the suspension. They will also receive a copy of the confirmatory letter.

5. Appeal Against Dismissal

A student who is dismissed from the College shall have the right to appeal against their dismissal. Any appeal must be submitted in writing to the Executive Assistant to the Principal within ten working days of the dismissal meeting. The submission should identify the reason why the appellant believes the dismissal was inappropriate.

An Appeal Panel consisting of three Governors will be appointed. The Appeal shall be heard within ten working days of receipt of the appeal submission. The Appeal Panel shall have access to all documents relating to the student's period of study at the College and shall receive representation from the appellant and the Principal or relevant SLT member. The appellant may choose a designated representative to accompany them, or to speak on their behalf.

The outcome of the appeal will be decided after all parties have made their submissions and any further information required by the Panel has been made available, but not later than five working days after the hearing. The outcomes shall be notified to both parties in writing.

Possible outcomes of an appeal:

- Upholding of the dismissal
- Reinstatement of the student on their learning programme

6. Unauthorised Presence on the One Premises

Any student or other person who is found to be on the One premises without permission during a period of suspension or following dismissal will be requested to leave immediately by a member of the One Leadership Team. Should the person concerned fail to leave the matter will be referred immediately to the Deputy Principal and may result in dismissal and/or the involvement of the police.