



Policy/Procedure/Guideline Review

Policy/Procedure/Guideline:	Student Disciplinary Policy and Procedure
Senior Leader Responsible:	Deputy Principal Curriculum and Quality
Author:	Director of Learner Services
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Changes Made:	<ol style="list-style-type: none"> 1. Incorporation of Accrington and Rossendale 2. Introduction of Cause for Concern 3. Explicit reference to Apprentices and involvement of Workplace Employers and Mentors 4. Removal of behavioural and academic definitions and categorisation 5. Links to restorative behavioral techniques/guidance for staff 6. Inclusion of a flowchart summarising the procedure.

STUDENT DISCIPLINARY POLICY AND PROCEDURE

1. Introduction

- 1.1 Nelson and Colne College Group is committed to ensuring the safety of all learners and to the provision of a safe, secure learning environment where all can achieve their goals and aspirations and can leave College prepared for life in modern Britain. The College is committed to the fundamental values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those of different faiths and beliefs.

It is appropriate in any educational institution to set appropriate standards of performance and behaviour and to operate rules which promote order and fairness and allow the development of students' abilities and skills. Such rules should be readily understood by both the students and staff.

As such, student disciplinary procedures are required in order to ensure that all students who may be subject to them are dealt with in a fair and equitable manner.

2. Purpose

- 2.1 The purpose of the Disciplinary Policy is to provide clear guidance that helps and encourage all students to understand the College expectations, achieve and maintain acceptable standards of behaviour, conduct and academic performance. It is also intended to provide clear guidance to all staff in order to ensure consistent and fair treatment in relation to disciplinary action taken in response to allegations of unacceptable conduct or performance.
- 2.2 The most important factor in improving student behaviour is the effective use of informal intervention to challenge less serious breaches of the expectations set out in the Code of Conduct document. When students are consistently and effectively challenged in the right way the need to use the later steps of this process will be minimised. All College staff have a responsibility to challenge inappropriate behaviour. Correct application of the Disciplinary Policy should support retention, improve learner behaviour and reinforce high standards and expectations.
- 2.3 The College Code of Conduct which set out the basic expectations of all learners:
A student who does not meet the required standards makes themselves liable to disciplinary action, suspension or expulsion in sufficiently serious cases. However, the College recognises that there may be some instances where students with additional learning needs or learning difficulties and/or disabilities require considerations on a case by case basis to ensure that reasonable adjustment is made and will therefore provide support in such instances as is appropriate.

3. Scope

- 3.1 This policy and supporting procedures apply to all students of the College on full or part-time study, adults or apprenticeship programmes of learning. This includes: on-site at the College, off-site, in community facilities, in the vicinity of the college, travelling to and from College, on a College organised trip, placement or even

The policy and procedures also apply when behaviour beyond normal College related activities has a detrimental impact on others from the College e.g. online bullying or on programmes delivered off campus sites.

- 3.2 The policy also includes Higher Education (HE) learners where the College will also adhere to the policies and procedures of the respective HE Institutes.

4. General Principles

- 4.1 Learner discipline is the responsibility of **all members of all staff at all times**. All staff have a responsibility to ensure that learners are at all times aware of the high expectations we have as an organisation. This policy aims to:

- Ensure that poor behaviour and misconduct is always challenged and dealt with immediately.
- Reinforce the high standards expected of all college learners at all times.
- Provide the structure and recording mechanism for dealing with poor behaviour or misconduct.
- Be a tool to enhance learner retention by systematically addressing minor issues of poor behaviour, and offering appropriate support, before they are able to develop into something more serious.
- Contribute to creating an environment within the College that is safe and secure and enables learners to enjoy their studies and develop as individuals.
- Eliminate discrimination and promote equality of opportunity for all.

- 4.2 At every stage, a student has the right to be advised of the reason for formal disciplinary meetings, to hear the evidence against them and to state their case. (For HE students, OIA can request this evidence to be provided in advance of the meeting).

If a student fails, without good reason, to attend a disciplinary meeting which they have been instructed to attend, the meeting can take place and a decision made in their absence.

A student has the right to appeal against any disciplinary penalty imposed from Stage 3 of the disciplinary process and against any decision to expel. A 16-18 year old student has the right to be accompanied to an appeal hearing by parent/carer/employer/workplace mentor and a 19+ year old student may be accompanied by another student or advocate or employer/workplace mentor.

If a student receives a disciplinary penalty regarding unsatisfactory academic performance, guidance and support will be offered, as necessary, to help him/her reach the required standards. Where appropriate, employers will receive notification of all outcomes regarding unsatisfactory academic performance.

For pupils aged 14-16, disciplinary action will be taken in liaison with the relevant partner high school according to the agreed protocol wherever possible.

Special consideration will be given to students whose behaviour might be the consequence of a recognised learning difficulty or disability, e.g. Asperger's.

Disciplinary information will normally remain on a student's record for the duration of their study at the College.

- 4.3 At every stage of the disciplinary process all staff must be conscious of the needs of students who may be disadvantaged by a process that relies on written communication and formal interviews and for those whose disability manifests itself in inappropriate behaviour.

Staff must consider the individual needs of such students and adapt the process with advice from the Director of Learner Services or Additional Learning Support Manager in order to ensure that they are treated fairly and equitably. Adaptations may include:

- Adapting the language in any written communication
- Providing any written communication in alternative formats or languages
- Providing additional advice to ensure that the student understands every stage of the process
- Providing interpretation services at any disciplinary interview or hearings
- Taking into consideration the student's ability to understand the College Code of Conduct and the degree to which the student has been supported to understand and follow it. This may be particularly relevant in cases involving students with learning difficulties.

- 4.4 It is important when initiating the disciplinary process to ascertain whether or not there are any other factors influencing the learner that could be an underlying cause of the breaches of conduct. Issues like:

- Problems at home/outside College
- Problems with peers e.g. bullying/harassment both in person and online
- Hidden, or undiagnosed disabilities e.g. Attention Deficit Hyperactivity Disorder; mental health problems; dyslexia
- Issues that require the intervention of the Safeguarding & Welfare Team
- Workplace issues (including workload, culture, harassment or bullying)

If at any point it is disclosed that the learner and/or the family have involvement from external agencies such as Social Care, Mental Health services, YOT, Probation etc. or if a learner is Looked After (in care) Leaving Care or a Young Adult Care this must be raised with the Safeguarding and Prevent Manager. Workplace mentors who are responsible for the welfare of Looked After or

leaving Care apprentices must be notified and involved where appropriate in any relevant activity or intervention.

If a learner discloses a disability then this must be raised with the Additional Learning Support Manager.

- 4.5 The College will consider whether any referrals need to be referred to the Police. The College will support parents/workplace mentors/employers who make their own referrals to the Police following a College related incident.

5. Definitions and Examples

- 5.1 A Breach of the Code of Conduct is defined, as that which is **likely to put at risk the learner's chances of successfully completing his or her programme of study and that adversely affects teaching and learning, recreational activities, or the rights of other members of the College community**. This includes (and this is not intended to be an exhaustive list):

- Failure to adhere to the Code of Conduct
- Failure to uphold British Values
- Failure to meet deadlines or complete set work
- Failure to attend all classes or arrive for classes on time
- Lack of effort and or failure to come to class correctly equipped
- Failure to make progress with academic, skills or English and Maths components of the programme
- Disrupting the learning of others
- Bullying, harassment or discrimination
- Failure to use College facilities with care and respect

Gross misconduct refers to the most serious breaches of acceptable behaviour. It **may** require the immediate suspension of the student and includes for example:

- Violent, threatening or intimidatory behaviour (including the carrying of weapons both real and imitation and whether or not they have been used or their use has been threatened)
- Harassment or bullying (physical or verbal, including by electronic means e.g. text messages, email, social networking sites, taking or distributing photos/videos without the subject's permission.
- Discriminatory behaviour, or language, which would be in breach of the college Single Equality Scheme which ensures safety for all learners with protected characteristics under the terms of the Equalities Act
- Possession of, or dealing in, illegal substances
- Being under the influence of alcohol/drugs
- Vandalism, on or off College premises
- Theft
- Viewing of, or sharing of, illegal/offensive websites or images

- Any activity, criminal or otherwise, which has brought, or may, in the opinion of the Senior Leadership Team bring the College into disrepute (irrespective of whether it takes place on College property or in College time)
- Cheating in examinations and/or any form of plagiarism or falsifying of evidence

NB: This list is not exhaustive and the College reserves the right to make the decision about whether or not any action constitutes Gross Misconduct.

5.2 Wherever disciplinary action is undertaken, all stages of the procedures should be used as speedily as possible, whilst allowing time for an investigation where necessary.

There are 4 stages of the disciplinary process which include one informal and three formal steps:

- Cause for Concern (Informal)
- Stage One
- Stage Two
- Stage Three

Apprentices may also face an additional disciplinary procedure and process from their employer.

***Please note any inappropriate behaviour can be dealt with at any stage.** The disciplinary process does not have to start at a cause for concern and work through the stages. If the behaviour warrants, it can move straight to stage one or two and if the behaviour constitutes Gross Misconduct then the process begins at stage three, often with a suspension.

5.3 **CAUSE FOR CONCERN:**

Where there has been low-level breach of the Code of Conduct, as outlined in earlier, it may be appropriate to issue a Cause for Concern. Any member of staff can issue a Cause for Concern.

- The member of staff dealing with the learner will tell them that the behaviour is unacceptable and that they are issuing a Cause for Concern and logging this on Promonitor this will be sent to their personal tutor and teaching team where the student is located.
- A cause for concern pro forma can be found on Promonitor under 'meetings' and should be recorded on the learner profile and should be marked 'FAO all staff'.
- An informal discussion should be held with the learner explaining why the Cause for Concern has been issued, and where appropriate will issue clear guidance for improvement.
- A learner can only receive a maximum of 3 Cause for Concerns. Divisional Admin will monitor and advise if and when a fourth cause for concern is input as this will need escalating to a Stage 1 by the personal tutor.
- The Cause for Concern stage is an opportunity to begin dialogue with a learner and engage them in seeing why their behaviour is inappropriate and encouraging them to take responsibility for their actions. The following restorative questioning technique will support this:
 - ✓ Tell me about it
 - ✓ What were you thinking about at the time
 - ✓ What have you thought about it since
 - ✓ Who was affected and how were they affected

- ✓ What are you going to do to put this right
- ✓ How are we going to fix it

5.4 **STAGE ONE DISCIPLINARY:**

- A Stage 1 disciplinary is a formal interview held with the learner, Curriculum Leader and the personal tutor. This can occur as a result of the maximum number of Cause for Concerns has been exceeded or as a result of breach of behaviours outlined in 2.3 or 5.1. A check should be made to ascertain whether or not the learner has a learning difficulty and/ or disability, and whether or not a representative from Learner Services needs to attend the meeting. The parents/ guardian or representative for 16-18 learners **must** be informed. If it is agreed that sanctions are required the learner should be issued with a **written warning** and an action plan with SMART targets to improve.
- A letter should be sent to the learner and parents confirming the written warning and should include a copy of the action plan.
- Divisional Admin will support with the uploading and sending of all documentation.
- The personal tutor should monitor the actions within any agreed timescales and report back to the Curriculum Leader.
- If, when the SMART targets are reviewed, there is still no improvement, or further recurrence of misconduct, a referral should be made for a **Stage 2** disciplinary.

5.5 **STAGE TWO DISCIPLINARY:**

Once a learner reaches stage 2 of the process the Head of Division and personal tutor should be involved to ensure that at this stage we have consistency of approach, particularly in defining the boundary between a stage two and stage three.

- A Stage 2 disciplinary is a formal interview held with the learner. This will be dealt with by the Head of Division and the personal tutor. A check should be made to ascertain whether or not the learner has a learning difficulty and/ or disability, and whether or not a representative from Learner Services should be in attendance. The parents/guardian or representative for 16-18 learners **must** be invited. If it is agreed that sanctions are required then the learner should be issued with a **written warning** and an action plan with SMART targets to improve which will be communicated by Head of Division. This, and the meeting notes, should be recorded on Pro Monitor and a letter containing the written warning and the expectations sent to parents for all 16-18 learners. All documentation should be recorded on Pro Monitor.
- A letter should be sent to the learner and parents confirming the written warning and should include a copy of the action plan.
- Divisional Admin will support with the uploading and sending of all documentation.
- The personal tutor should monitor the actions within any agreed timescales and report back to the Head of Division where targets are not being met.
- If, when the SMART targets are reviewed, there is still no improvement a referral should be made for a **Stage 3** disciplinary.

5.6 **STAGE THREE DISCIPLINARY:**

- If the decision is taken to escalate to a stage 3 the hearing must be chaired by member of SLT and the Head of Division in attendance. Parents/guardians or representatives for 16-18 learners should be invited. A check should be made to ascertain whether or not the learner has a learning difficulty and/ or disability, and whether or not a representative from Learner Services would be needed at the meeting.
- Depending on the outcome of the meeting, the learner may be permanently excluded, or issued with a Final Written Warning with SMART targets to improve that will be closely monitored through tutorials on a weekly basis.
- In the event of permanent exclusion, the learner may be given the opportunity to complete their studies. The decision to offer completion is at the discretion of the senior leader chairing the stage three meeting.
- Divisional Admin (liaising with Corporate SLT Support) will arrange for letters to go to learners and parents with details of the final outcome of the stage three process
- If the learner is allowed back into College with a SMART action plan this will be monitored and reviewed by the personal tutor and reported back to the Head of Division
- Following the target review, if there is still no improvement the matter should be referred back to the Chair of the disciplinary meeting for a decision regarding whether or not the learner be permanently excluded.
- At this point, if the Chair decides to permanently exclude the learner, the formal panel will reconvene and the learner and parents/guardians will be informed by the Chair of the decision to exclude the learner from College.

NB: Letters to parents and learners through each of stages 1-3 are arranged by the Divisional Administrator, who in turn will liaise with Corporate SLT Support as necessary.

5.7 Gross Misconduct:

Gross misconduct refers to the most serious breaches of acceptable behaviour and is heard at Stage 3. It may require the immediate suspension of the student. **A learner can only be suspended by a Head of Division, Director, Safeguarding and Prevent Manager, ALS Manager or a member of the Senior Leadership Team.** Any suspensions or incidents of gross misconduct should be shared with parents / guardians of any 16-18 or learners or 16-25 with an EHCP before the learner leaves the campus.

In cases where it is alleged that gross misconduct has occurred an investigation should be carried out at this point to gather evidence to support a stage three disciplinary, or Gross Misconduct hearing.

The College will consider whether any referrals need to be referred to the Police. The College will support parents who make their own referrals to the Police following a college related incident.

5.8 INVESTIGATION and Procedures for Hearings

The person requesting the Stage 3 or Gross Misconduct should act as the Investigating Officer (IO) and complete their investigation. This must be done in the shortest possible time, particularly where a learner has been suspended. The IO will produce a pack of material to be passed to the Chair of the meeting, using the form in the **Appendix 2**.

Once all the evidence has been gathered this should be passed to Divisional Admin who will forward the documents to the Chair (or via Corporate SLT Support) for consideration. If a formal hearing is required Divisional Admin will make the necessary arrangements for the hearing including contacting the learner and parents/guardians.

The learner will be given written notice of the interview by Divisional Admin stating:

- The nature of the conduct and a summary of the evidence for the complaint.
- The learner's entitlement to be accompanied by a friend, learner representative or relative.
- In the case of 16-18 learners the parent/carer will be notified and invited.
- Confirmation of the time and place of the interview, the nature of the misconduct alleged and any potential outcome as a result of the disciplinary meeting.
- Divisional Admin will make arrangements for the hearing to be recorded formally by a third party.
- The Chair will repeat the allegations made against the learner and give the learner the opportunity to speak about what occurred. Investigating Officer (IO) will be asked to report their findings and evidence.
- The learner will be given the opportunity to state his/her case and may call witnesses, who may be questioned by the IO and the Chair.
- The case will be summarised. In some instances, the interview may have to be adjourned and reconvened in order to seek further evidence or clarification.
- Having considered all the evidence, the Chair will decide the course of action to be taken.
- If a decision can be made immediately the Chair will ask the learner and representative to withdraw to confer with colleagues and arrive at a decision.
- The Chair will recall both parties and inform them of his/her decision.
- If a longer period of time is required to arrive at a decision, the learner and representative will be advised, and the Chair will confirm the decision within five working days.
- If Gross Misconduct is proven, the Chair has the option to exclude the learner from the College.
- As a result of the Stage Three disciplinary, the Chair has the option to apply a Final Written Warning or permanently exclude the learner from the College.
- If a Final Written Warning is applied, the Chair will determine how long the action plan and sanctions will be in place for.
- Where a SMART action plan is applied and the review shows no further improvements, the matter should be referred back to the Chair who can take the decision regarding whether or not the learner should continue in College. At this point the panel will reconvene to formally exclude the learner from College.

6. Roles and Responsibilities

6.1 Individual Staff Responsibilities

Student discipline is the responsibility of all members of all staff at all times. All staff have a responsibility to ensure that all students are made aware of the high expectations of the College and should:

- Familiarise themselves with and follow the student disciplinary policy and supporting procedures
- Signpost to and reinforce the College Code of Conduct as required
- Promote high expectations and standards of behaviour by modelling this themselves at all times
- Ensure that attitudes and behaviours which do not meet College expectations at either informal or formal level are identified swiftly, challenged constructively and dealt with timely
- Systematically address minor issues (Cause for Concerns), offering appropriate support or intervention to prevent escalation
- Follow the procedure and utilise recording mechanisms when addressing attitudes and behaviours that do not meet college expectations
- Contribute to creating an environment within the College that is based on mutual respect, is safe and secure and enables students to enjoy their studies and develop as individuals
- Eliminate discrimination and promote equality of opportunity for all
- Engage with and undertake any identified staff development as required
- Ensure that all employers/workplace mentors are made aware of the expectations of apprentices who attend day release sessions.

7. Dissemination

- 7.1 Nelson and Colne College Staff Extranet
Accrington and Rossendale College Staff Intranet
College Moodle Platforms
Nelson and Colne College Group Website
Nelson and Colne College Website
Accrington and Rossendale College Website
Lancashire Adult Learning Website

8. Monitoring and Review

- 8.1 This policy will be reviewed on an annual basis by the Director of Learner Services and Deputy Principal Curriculum and Quality with supporting procedures being amended in year if appropriate.
- 8.2 Disciplinary reports will be reported to SLT regularly as part of the Quality and Curriculum report schedule and shared with the Board of Governors annually, as requested by the Clerk to the Board.

9. Related Policies/Procedures

9.1 This policy should be read in conjunction with the following:

- Code of Conduct
- Exemplary Learning Environment
- Stop and Search
- Student Drugs and Alcohol
- Bullying and Harassment
- Safeguarding Children and Vulnerable Adults
- ICT Acceptable Use Agreement
- Learning Support Policy
- At risk procedure guidance

10. Management Responsibility

The Deputy Principal Curriculum and Quality has overall management responsibility for this policy within Nelson and Colne College Group. The Director of Learner Services has operational responsibility, reporting and monitoring for this policy with support from Learner Services Management Team,

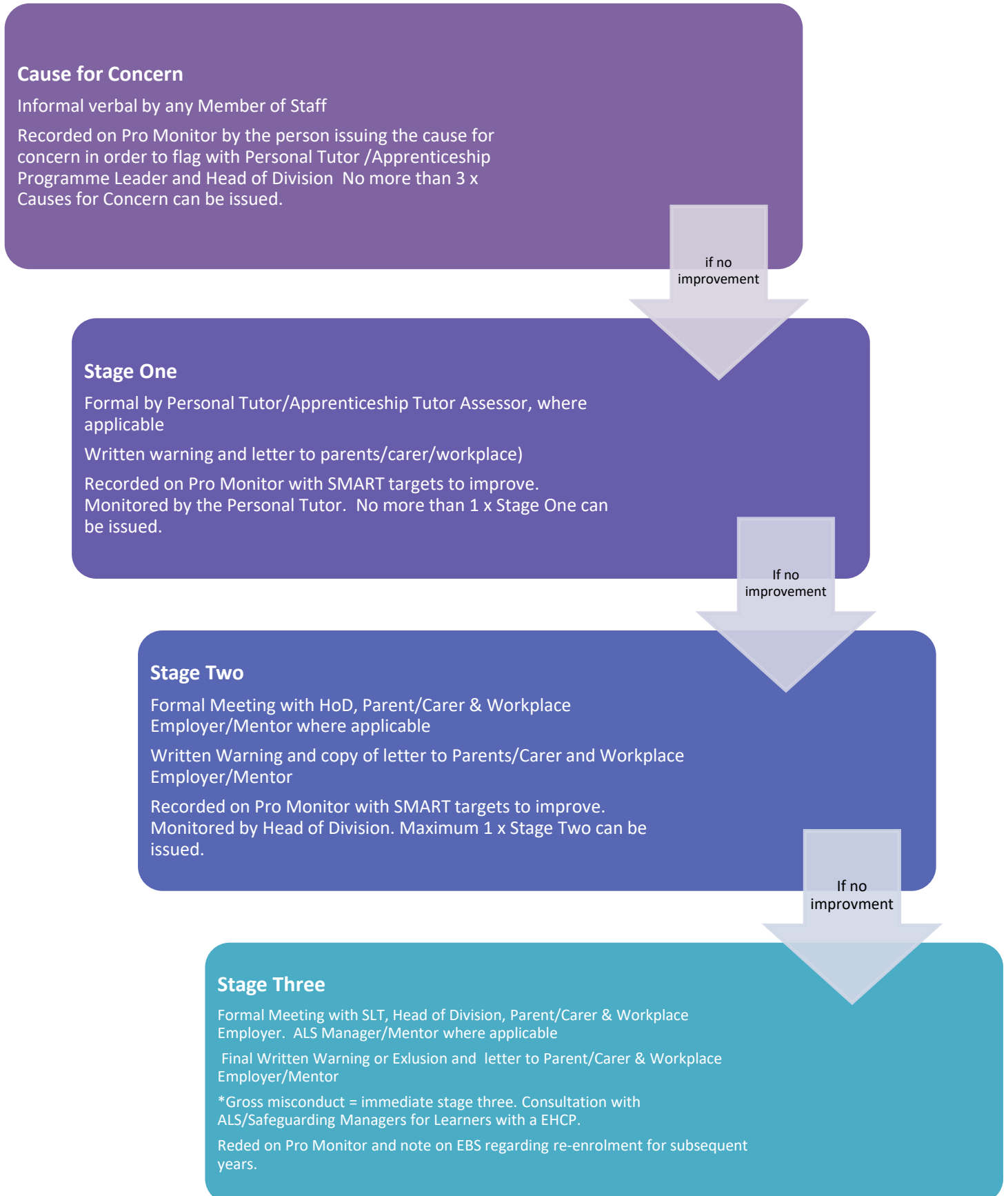
11. Appendix

Appendix 1: Student Disciplinary Flowchart

Appendix 2: Stage 3 Disciplinary Evidence Template.

Appendix 1: Summary of Disciplinary Process

NB. The flowchart below does not necessarily denote a progression through the stages. Learners can move onto any of the stages at any time. Divisional Admin support with uploading and sending of documentations for all stages.



Appendix 2: Stage 3 Disciplinary – Evidence Template

This document is to be submitted by the Investigating Officer (IO)

Student Details

Name:

Date of Birth:

Learner Reference Number:

Course:

Division:

HOD/HODs who will attend the meeting:

Section 1. A detailed incident report (date, time, details of any other learners' involvement and disciplinary action

Section 2. All written statements from appropriate people regarding the incident

Section 3. Reference to CCTV footage if available or any other evidence

Section 4. Any other relevant information that needs to be considered Eg. Attendance, punctuality, progress, attitude to learning and reference to disciplinary, reference from course tutor/ assessor.

Section 5. Learning Support.

Confirmation that Learning Support have been contacted, and if the learner has additional need, full information from the Learning Support team has been included