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Student Behaviour and Disciplinary Policy	LS002	5	
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STUDENT BEHAVIOUR AND DISCIPLINARY POLICY

1. Policy Statement

1.1 Activate Learning is a safe and productive learning community where all members are expected to demonstrate a positive attitude to their learning, to behave with respect to themselves, to others and to their environment as well as to keep to the letter of the law in line with British Values.

1.2 As an education provider focused on our students' employability, we place particular emphasis on supporting students to demonstrate professional standards for the workplace and to becoming responsible citizens. This policy sets out to align Activate Learning student behaviours with those that are required for successful futures.

1.3 The Activate Learning Standards of Behaviour set out the habits that students strive to develop as part of the student experience. The Code of Conduct clarifies expectations of our learners and when learners do not meet those expectations they will be supported to improve, or disciplinary action may be implemented.

1.4 Disciplinary action is commensurate to the level and frequency of the breach of the Code of Conduct and is carried out in a staged, transparent, and fair manner, with involvement of support staff, parents/carers, key workers and employers as relevant. We take individual circumstances into consideration including adverse trauma, learning support needs and/or disabilities.

1.5 We take a restorative approach to dealing with behaviour issues. We place emphasis on developing positive behaviour. Meaningful disciplinary targets and interventions encourage students to improve their conduct and develop positive behaviour patterns. However, where there is insufficient change in behaviour, or if the misconduct is serious, disciplinary action may lead to withdrawal.

1.6 To encourage positive behaviour we celebrate success by acknowledging individual achievements.

2. Purpose

2.1 The purpose of this policy is to set out Activate Learning's expectations in terms of student behaviours and conduct. It outlines our behaviour management approaches for dealing with any poor and positive conduct. The implementation of the policy is covered in the relevant procedure documents in the appendices.

3. Scope

3.1 This policy applies to Further education, higher education, Apprentices, Students aged 14-16 and Students residing in accommodation

3.2 The same high standard of behaviour is expected of students in the application or transition phase prior to attending college, where they are in contact with Activate Learning.

3.3 Any behaviour on or off campus, including online which damages the good reputation of Activate Learning.

4 Responsibilities

4.1 All staff members have a responsibility to:

- Contribute to the culture of Activate learning to ensure all parties feel safe and supported
- monitor students' behaviour and intervene if they observe a student breaking the code of conduct or not reaching the Activate Learning standards of behaviour
- report the student to the Tutor, Faculty Coordinator, another member of the Faculty or Student Support Team.
- Identify positive behaviours and acknowledge these formally.
- act rapidly to pick up poor behaviour and deal with this through the informal disciplinary procedure to prevent escalation
- trigger the formal disciplinary procedure if there are repeated causes for concern or if the student has a breach of the Code of Conduct

4.2 Faculty staff must:

- support the student to achieve high standards of behaviour
- ensure students understand behavioural expectations and have seen the student code of conduct
- monitor students' behaviour
- deal with concerns, set targets, provide support interventions
- review progress and refer the student to the formal process if insufficient progress is made
- liaise with parents about their child's behaviour (if the student was under 18 on 31 August or with consent from the student)
- ensure that disciplinary notes are recorded on ProMonitor and communication is had with students.
- Ensure familiar with and contribute to the students support plan in Promonitor when they have additional needs.

4.3 Managers/Heads of Department must:

- keep an overview of students' behaviour in the faculty
- support and/or lead on the formal disciplinary procedures
- make decisions following disciplinary meetings, ensuring that actions are followed through
- refer recommendations to exclude to the Director of Faculty
- ensure that disciplinary notes are recorded on ProMonitor.

4.4 Faculty Directors have a responsibility to:

- ratify recommendations from the Faculty Manager or Teacher when the formal procedures have not resulted in the desired change in behaviours and the student is on the point of being withdrawn.

4.5 Executive Directors of Faculty have a responsibility to:

- hear appeals against withdrawal

4.6 Student Support and Learning Support have a responsibility to:

- identify additional support needs and interventions which may be appropriate in the disciplinary outcomes, which contribute to the action plan for improvement where appropriate
- ensure the support needs are badged and have a support plan are recorded on ProMonitor
- have involvement with all substance misuse concerns raised

4.7 Head of Accommodation Services has a responsibility to:

- ensure any disciplinary matters within the residential setting are communicated to the student's faculty and support services where appropriate
- keep an overview of learners' behaviour in accommodation
- lead on the procedures for dealing with a formal stage for serious breaches of the Code of Conduct
- make decisions following disciplinary meetings, ensuring that actions are followed through
- refer recommendations to exclude to the Head of Student Services
- Ensure that disciplinary notes are recorded on ProMonitor

5 Commitment Statement

5.1 We will communicate the Activate Learning Standards of Behaviour and Code of Conduct clearly to students on the website, during the application process, at enrolment, during induction and through posters and displays in classrooms.

5.2 The Code of Conduct is developed and reviewed with involvement of students.

5.3 We ask all students sign a Learning Agreement prior to enrolment in which they agree to keep to the Code of Conduct.

5.4 We will seek to understand the emotions and motivations that drive student behaviour and provide support and guidance to enable give students the opportunity to learn from their mistakes through restorative interventions to develop good behaviour patterns.

5.5 If a student's behaviour falls below the expected standard, decisive and supportive action is taken by staff as quickly as possible to avoid further deterioration in conduct.

5.6 Disciplinary steps are commensurate with the behaviour and are dealt with through an informal or a formal procedure, depending on the level of concern.

- The **informal disciplinary procedure** is used when a student's behaviour is a cause for concern and the matter will be dealt with by staff, involving the parent as appropriate.
- The **formal disciplinary procedure** is used for more serious breaches of the Code of Conduct or where the interventions put in place in the informal procedure have not resulted in the changes needed. The formal procedure is likely to involve the faculty management and will always involve parents if the student is under 18. There are two stages in the formal procedure:
Stage 1 – Minor breach of the Code of Conduct or repeated causes for concern
Stage 2 – Major breach of the Code of Conduct or repeated minor breaches

5.7 We expect students to attend all lessons and exams and to be on time. Attendance is recorded and monitored and any poor attendance and punctuality is dealt with in the informal disciplinary procedure initially.

5.8 Any case of bullying, harassment, discrimination or violence will be dealt with formally.

5.9 The group has a rigorous approach to illegal substances and offensive weapons; any case involving a student's use or suspected use of illegal substances must involve the Support Team.

5.10 Disciplinary cases relating to students with an Education Health Care Plan (EHCP) must involve the Learning Support Team.

5.11 We involve and work in partnership with parents (if under 18 on 31 Aug), carers, key workers, internal support staff and employers when dealing with any behavioural issues.

5.12 We work closely with the Police in dealing with student conduct. If we become aware that a student has acted illegally, we will report them to the Police. This may result in a delay in making disciplinary decisions internally while we wait for the outcome of a Police investigation.

5.13 Within the formal disciplinary procedure, if a student has repeated minor breaches of the Code of Conduct with continued lack of remorse or a major breach, they may be withdrawn at the discretion of the Faculty Director. If a student is withdrawn, they have the right of appeal to the Executive Director.

5.14 All disciplinary decisions are made fairly, impartially and taking the full facts and student's circumstances into account. The outcome of a disciplinary case may be delayed where a thorough investigation takes place.

5.15 Disciplinary response may result in temporary exclusion pending an investigation or where we deem this to be for the safety of the student or other students.

5.16 If a student is withdrawn on disciplinary grounds, this will affect their likelihood of being offered a place when applying in the future.

5.17 The policy may be adapted by agreement with higher education partner organisations, employers or other partners where their standards require tighter controls.

6. Equality, Diversity and Inclusion

6.1 We are committed to ensuring that students individual support needs are taken into consideration when deciding that disciplinary outcomes are commensurate with the offence and we will provide support, advice and guidance to all students. Any disciplinary action must take into account additional support needs and disabilities the students may have.

6.2 No student with an additional learning support need will be withdrawn on behavioural grounds without a full review involving the Learning Support team.

References

- Mental Health Act
- Equality Act 2010
- Section 89 of the Education and Inspections Act 2006
- Article 12 United Nations Convention on the Rights of a Child 1989
- Keeping Children Safe in Education
- Working together to Safeguard Children
- SEND code of practice

Related Policies and Procedures

- Student Health and Wellbeing Policy
- Safeguarding and Child Protection Policy
- Admissions Policy
- Equality and Diversity Policy
- Activate Learning Code of Conduct
- Student Behaviour and Disciplinary Procedures
- Student Incident and Investigation Procedure
- Student Attendance, Punctuality and Absence Management Procedure
- Student Search Procedure
- Student Disciplinary Appeal Procedure
- 14 to 16 Behaviour and Disciplinary Procedure
- Statement of Accommodation Principles and Practices
- Criminal Convictions Procedure
- Anti-bullying and Harassment Procedure
- Use of Force and Restraint Procedure