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Student Behaviour and Discipline Policy

Enabling a world of freedom, opportunity and fulfilment

History of Policy Changes:

Date	Page	Change	Origin of Change
Sep 23		Renewal change to align with 2023/24 Policy cycle	MLP

Contents

Scope and Purpose.....	2
Safeguarding	2
S6C Intervention System	2
Stage One Action plan	2
Stage Two Action Plan	3
Stage Three Action Plan.....	3
Recurring issue	3
Major Incidents	3
Formal Investigation	4
Investigation result	4
Permanent Exclusion	4
Pastoral Process	4
Pastoral Intervention Programme	5
Fitness to Study	5
Scope.....	7
Procedure.....	7
Student Review Meeting	7
Return to Study	8
Appendix A - Procedure diagram	9

Scope and Purpose

To provide a set of procedures to ensure that students who fail to meet the expectations of S6C are treated with fairness and consistency, whilst analysing the individual circumstances of each student.

By signing the learner agreement at enrolment, students are accepting the terms and conditions of this policy.

Through tutorials and an ongoing basis, we will provide students with a clear understanding of the commitments that they make to their studies, to the S6C community and its environment.

Safeguarding

Any concern around safeguarding must result in the safeguarding policy being followed **before** this policy is actioned.

S6C Intervention System

A flow diagram of the S6C Intervention System is available in Appendix A.

All staff will challenge behaviour around S6C such as smoking outside the designated area, swearing, misuse of ID cards and general disruption. The incident will be recorded on SchoolPod and the student's tutor informed.

On occasions that we have concerns about a student's behaviour, attendance or quality of work in the classroom including but not limited to:

- Classwork
- Flipped-learning
- Independent Study
- Attitude to learning
- Behaviour in class
- Attendance to class

The subject teacher will remind the student of the S6C learning agreement and set an action plan which will run for a minimum of three weeks.

Stage One Action plan

An action plan will be created by the subject tutor with the student. This plan will highlight the concerns and state actions to be met by the student. The student's tutor will be informed, and the action plan recorded on SchoolPod, with an email sent home to parents or carers. Subject teachers are responsible for monitoring the student's progress against the action plan, but Tutors will discuss all action plans at their termly one to one sessions as pastoral interventions may be required.

If an action plan has not been met after the agreed timeframe, the subject teacher will record this on SchoolPod and inform their Faculty Lead along with the student's tutor. Faculty Leads will then ask the student's tutor to place the student on a Stage 2 Action Plan (support will be provided by the Faculty Lead).

Tutors will also place a student on a Stage 2 Action Plan if issues are raised in more than one subject at the same time.

Stage Two Action Plan

A Stage two action plan is agreed between the Teacher or Tutor, the student and the student's parents or carers. Parents will be informed and will be invited to a meeting where the teacher or tutor will explain the situation and recommend actions to be completed in a set timeframe. Teachers and Tutors will be supported through this process by their Faculty Lead or Pastoral Lead.

Teachers or Tutors will record the details of the meeting and action plan on SchoolPod and inform all the student's subject teachers and Faculty Leads.

If a stage two action plan has not been met, the teacher or tutor will record this on SchoolPod and inform their Faculty Lead along with the student's subject teachers. The Faculty Lead will then place the student on a Stage Three Action Plan.

Stage Three Action Plan

A stage three action plan is agreed between the Faculty Lead, the student and the student's parents or carers. Parents will be invited to a meeting where the Faculty Lead will explain the situation and recommend actions to be completed in the timeframe set.

Faculty Leads will discuss progress against the action plan with the student's teacher(s) and meet the student on a one to one basis each week to discuss progress.

If a stage three action plan has not been met, the Faculty Lead will then invite all parties (student, teacher, parents or carers and a member of SLT) to a formal meeting to discuss progress and next steps. The meeting will result in one of the following:

- A further action plan running with the Faculty Lead
- Fitness to Study Student Review Meeting

Recurring issue

If a student has been subject to an action plan previously for the same issue, the student will start the process at the next point along from the previous incident.

Example: The student has already had a stage one action plan for poor attendance. The student's attendance has dropped; therefore, the subject teacher has raised a concern which would normally result in a stage one action plan. As this is the same issue from a previous incident, the teacher or tutor would agree to a stage two action plan immediately.

Major Incidents

Major incidents are referred to Faculty Leads or direct to SLT with immediate effect.

The Pastoral Lead should be involved if there is a possible need for a pastoral intervention. The Designated Safeguarding Lead should be informed if there are relevant implications.

Examples of major incidents include, but are not limited to:

- Theft
- Possession of illegal substances

- Assault
- Bullying (including prejudice based and discriminatory bullying), harassment, victimisation and all forms of aggressive or threatening behaviour.
- Racist behaviour
- Sexist behaviour
- Peer on peer abuse (Including Coersive behaviour, physical abuse, sexual violence, sexual harrassment, upskirting, consensual and non consensual sharing of nudes or semi nudes or videos, initialisation and hazing type rituals which cause risk, pain or harm)
- Accessing prohibited websites
- Inappropriate use of email, chat forums and cyber bullying

Major incidents will move immediately to a Stage Three contract that has not been met and a formal investigation will take place.

Formal Investigation

A Faculty Lead or member of SLT will assign an investigating officer. The investigating officer will gather evidence from all parties involved through interview and can be assisted in this task by other staff members.

The investigating officer will then write up a formal report of the incident and present this to the Academy Leader or member of SLT.

SLT will then decide on an appropriate outcome.

Investigation result

Once a formal investigation has taken place and a result determined. The Faculty Lead will invite all parties (student, teacher, parents or carers and a member of SLT) to a formal meeting to discuss progress and next steps. The meeting will result in one or more of the following:

- A stage three action plan with the Faculty Lead
- A suspension from the college (to be determined by a member of SLT), followed by a stage three action plan.
- Fitness to study Student Review Meeting

Permanent Exclusion

Magna Learning Partnership does not endorse permanent exclusion and every effort will be made by S6C to support a student through action plans and pastoral intervention. The MLP Exclusion Policy is available via our website.

Pastoral Process

Tutors will meet regularly with their tutees in a one to one session to discuss progress, career advice and concerns and offer a listening ear, signposting and self-help advice. This one to one meeting will be recorded on SchoolPod.

Tutors will monitor whether issues occur across two or more subjects. They will record this information on SchoolPod and inform the relevant Faculty Leads and the Pastoral Lead.

Pastoral Intervention Programme

If a member of staff or the student has ongoing concerns, there may be a pastoral need that requires intervention.

The student's needs should be discussed with the tutor and/or the Pastoral Lead. The teacher/tutor should then handle, note and inform via SchoolPod.

Pastoral support or mentoring may be offered for the following areas, amongst others:

- Low Mood and Anxiety
- Anger Management
- Bereavement
- Relationship Breakdown
- Stress Management
- Self-Care
- Identity and Self Esteem

At the discretion of the Pastoral Lead an external referral may be signposted. This can include:

- CAMHS
- IAPT
- Young Carers
- General Practitioner (Dr)
- Motiv8
- The Mix Online (or telephone counselling)
- Sexual Health Clinic

Fitness to Study

S6C is committed to supporting student wellbeing and recognises that a positive approach to the management of physical and mental health is crucial to student learning and academic achievement.

The college's aim is to provide an environment that will help them achieve their goals. In order to achieve these goals, students take an active part in managing their own health and wellbeing so they can achieve their full potential.

Fitness to study relates to an individual's capacity to participate fully as a student and the college expects its learners:

- To take responsibility for their attendance and punctuality, maximising their learning.
- To develop moral, cultural and self-awareness.
- To develop good employability skills.
- To attend all timetabled lessons, tutor, independent study sessions and partake in the S6C's clubs and societies.
- To arrive at lessons on time, fully prepared and stay for the duration of the lesson.
- To take appropriate steps if they are going to be late to a lesson, by notifying the teacher through the college communication system and entering the lesson causing minimal disruption. Students should apologise for their lateness and discuss the reason at an appropriate point.
- To participate and engage in the lesson.

- To hand work in on time
- To behave in a way that creates a positive and productive learning environment.
- To participate in all learning activities, target setting and review processes, including tutor and teacher one to one's and any other meeting required by the college.
- To communicate any concerns or issues they are having with any learning activities to the teacher or faculty lead.
- Where absence is unavoidable, students should follow the procedures for non-attendance stated in the student handbook.
- To ensure that any missed work due to absence is completed at the earliest opportunity.

A student's fitness to study may be a cause for concern as a result of a wide range of circumstances, including (but not restricted to) the following:

- Behaviour which would be dealt with through an action plan that is suspected to be the result of an underlying physical or mental health difficulty.
- Where attendance is poor and the student is in the Pink band and below on the attendance diamond.
- Where medical conditions exist that require long periods of absence or treatment.
- Where participation in a course would impact the long term health and wellbeing of a student.
- Where deterioration in a students' physical or mental health results in disruption to teaching, learning and support of other students.
- Where there is a potential risk to a student or others due to deterioration of a student's physical or mental health.
- The student's personal conduct is not acceptable and is suspected to be the result of an underlying physical or mental health problem.

This procedure is intended for use where the situation is deemed to be serious and cannot be resolved via the intervention policy and action plans or other mitigating circumstances such as poor attendance.

When a student is on long term absence (pink band and below on the attendance diamond) and it is not possible to use action plans, fitness to study will be activated instead.

This policy is intended to be supportive and as such it is for use where the staff recognise that there may be an underlying health or social concern about a learner but their present conduct, disruption or risk is perceived to be serious or has the potential for escalation to a serious nature. It can also be used where the reason for poor attendance is unknown and requires further follow up.

The College's aim is always to support learners to enable them to handle their college life effectively by providing a positive approach to the management of physical and mental health issues and to act to support a learner's experience and academic achievement.

S6C strives to provide a suitable and co-ordinated response in circumstances where it is not considered appropriate to apply other internal procedures such as the Safeguarding Policy and the student disciplinary procedures. It is committed to encouraging early intervention and active collaboration between all relevant parties in managing situations where there are concerns regarding an individual's fitness to study, as well as providing a non-judgemental, consistent and sensitive approach to the management of situations which may require different levels of response according to the perceived level of concern.

No learner can be withdrawn from their programme of study and/or the College without first consulting the learner and where appropriate their parents, guardians or host family in order to establish a programme of support. Only the Faculty Lead in consultation with the appropriate SLT member can withdraw a learner.

In responding to and managing situations where a learner's fitness to study is a concern, the College remains mindful of its obligations under the Equality Act 2010, including its duty to make reasonable adjustments to teaching and learning, assessment and other activities as appropriate. It is possible that such intervention as outlined in this policy may increase a learner's experience of distress rather than appearing as an opportunity to get help. The policy should therefore be used sensitively, ensuring that the learner and the parents, guardians or advocates understand that the focus is supportive not punitive.

Scope

This policy applies to learners and applicants. It applies to learners where unacceptable conduct is observed on College premises and during study activities such as outings, visits, residential, fieldwork or placement or when brought to the attention of the College. It applies to learners on work experience or representing the College in the wider community.

It applies to applicants where there is cause to believe at application that a learner may not be fit to study or where the information requested is not forthcoming within stated time periods. The policy may be applied if there are concerns about a learner prior to admission to the College, which may result in refusal of a place on application or during the induction period if it is identified that the College cannot meet the needs of the learner concerned.

Procedure

Any member of staff who has a concern about a student's fitness to study, or has had a concern reported to them, should discuss those concerns with their Faculty Lead, remaining mindful of the confidential and sensitive nature of the matter discussed.

College safeguarding measures should always be actioned before this policy is used. If an incident occurs where there is critical concern regarding immediate risk to self or others, the Designated Safeguarding Lead must be informed and the College Safeguarding Policy used.

Where there is no critical concern of immediate risk to self or others, this fitness to study procedure has two steps. It is assumed that normal intervention will have been used and the student will be on at least a stage three action plan before the fitness to study procedure takes place or they have unknown attendance concerns.

When a student is on long term absence (pink band and below on the attendance diamond) and it is not possible to use action plans, fitness to study will be activated instead.

Student Review Meeting

A student review meeting will be initiated where the stage three action plan has not been fulfilled or while the student is on long term absence (pink band and below on the attendance diamond).

A review meeting will be called to include:

- SLT Member
- Faculty Lead
- Pastoral Lead
- Mental Health Lead
- Student

The Pastoral Lead will consider whether any other parties should also be informed and invited to attend based on their ability to best provide expert advice, or those who need to be there because of their relationship with the student. Depending on the circumstances this could include other members of the college staff, parents, carers, employers, social workers and local authorities.

In the case of a looked after student or a student with an EHCP, the student review meeting will be in consultation with the local authority.

The Pastoral Lead, Mental Health Lead or Faculty Lead may seek a medical assessment, A parent/carer will usually provide this from the student's GP or medical practitioner. The student will be encouraged to consent to the assessment.

The Student Review Meeting will consider whether the student is able to participate as a learner, in relation to academic studies and life generally at college and whether any support needs can be met by the college.

Possible outcomes from the student review meeting

- Stage three action plan
- The learner transfers to another programme of study
- Part time study through a revised programme of study (where appropriate and available)
- Intermission or agreed break in learning¹
- Change to a different provider within the MAT
- Change to a different external provider
- Any other action considered to be appropriate and proportionate

The college reserves the right at any stage to vary the process it follows in the interests of fairness and / or health and safety (for example, where there are concerns that the attendance of the student at a meeting or the provision of information to the student could have a detrimental effect on the student e.g. if the student is self-harming or the student is in hospital).

Return to Study

Return to study will depend on evidence of fitness to study. The precise nature of the evidence required from the student will depend on the individual circumstances of each case, but in all cases it is expected that this will involve a report from a recognised independent health professional with sufficient knowledge about the health and wellbeing of the student during the period of suspension and, specifically, the student's capacity to return to study. The college may request a second medical opinion.

The decision to allow a student to return will be made by the Academy Leader (or designated representative) in compliance with academic regulations and availability of support on return. Their decision is final and will be communicated in writing to the student prior to his or her return, clarifying any necessary requirements and special arrangements.

The college may decide to place the student on an immediate stage three action plan to support that student's return to study and provide staff an agreed context in which to provide on-going pastoral care. The student is expected to take personal responsibility for fully engaging with this action plan.

¹ The provision of appropriate documentation / medical evidence within that timeframe will be a condition of re-entry to the programme of study

Appendix A - Procedure diagram

