

STUDENT CODE OF CONDUCT - POLICY STATEMENT

1. AIMS

We aim to provide a safe, ordered and positive learning environment, free from disruption, within which all students are able to develop both personally and academically. By the signing of the Learning Agreement during enrolment, all students are deemed to have accepted this Code of Conduct and agree to abide by its contents.

1.1 Aims for the Community

This policy aims to:

- i) promote a culture in which all students are able to learn to the best of their ability;
- ii) maintain a calm, harmonious environment, based on mutual respect and courtesy, in which all members feel safe, valued and able to contribute;
- iii) provide a clear framework so that staff, students and parents / carers understand what is expected of them;
- iv) promote a shared understanding of what we mean by acceptable behaviour;
- v) ensure that the rights of all are respected equally

1.2 Aims for the Individual

The policy aims to ensure that the rights are met of all members of the College community.

1.3 *Each student should:*

- i) be enabled to learn and achieve at the highest level possible;
- ii) understand what we mean by acceptable behaviour;
- iii) take responsibility for their own behaviour and its consequences;
- iv) be aware of how their behaviour affects others, so that they can become responsible members of the College and wider community;
- v) feel safe, free from bullying, valued and respected;
- vi) aspire to succeed through praise and encouragement.

1.4 *Each member of staff should:*

- i) be able to work effectively in an atmosphere conducive to student learning;
- ii) understand their role in promoting positive behaviour;
- iii) feel safe, valued, respected and treated with courtesy;
- iv) have access to appropriate CPD, coaching and support to enable them to develop as behaviour managers, especially when difficulties are encountered;
- v) receive support from parents / carers, with appropriate input from senior leaders if this is not given.

1.5 *Each parent / carer should:*

- i) be informed about the College's expectations and sanctions;
- ii) be made aware of important issues regarding their child's behaviour in College;
- iii) feel able to talk to an appropriate member of staff if they have concerns or questions;
- iv) understand their rights and responsibilities as parents / carers within the College community.

2. **Scope of the Policy**

The Policy applies to all students:

- i) on College premises, during College hours or during out of College activities;
- ii) on the way to or from College, including on public transport;
- iii) under supervision on off-site visits, including residential trips and sporting events;
- iv) representing the College, for example whilst on work experience;

3. **Promoting Good Behaviour**

3.1 ***We promote good behaviour within the College community by:***

- i) use of learner agreements that sets out the College's expectations on behaviour for all students;
- ii) focussing on the positive aspects of students' behaviour through a culture of praise and reward;
- iii) communicating to students what we mean by acceptable behaviour, including through assemblies and tutorials;
- iv) applying commonly agreed expectations, rules, sanctions and rewards consistently and fairly so that students are given clear messages without contradiction;
- v) ensuring that staff model good behaviour, with a focus on the development of mutual respect, understanding and courtesy at the heart of all interaction with students;
- vi) providing support, guidance and CPD for staff to ensure that they are able to contribute to the promotion of good behaviour within the College;
- vii) providing further support to help those students who struggle to understand what constitutes acceptable behaviour;
- viii) engaging parents / carers as partners in promoting good behaviour including through the learner agreement and by communicating this Policy to all parents / carers.

3.2 ***Teachers promote good behaviour in lessons by:***

- i) using Behaviour for Learning techniques so that students experience a consistent approach to behaviour management within each of their lessons;
- ii) providing a safe, stimulating and orderly environment for learning, maintaining an appropriate balance between praise and sanction;
- iii) actively using praise to encourage and motivate all students to contribute and succeed;
- iv) planning and delivering appropriate and challenging lessons, taking into account the ability range of the students and any additional learning needs;
- v) using Assessment for Learning techniques so that students are provided with effective feedback to help them to improve;
- vi) planning homework tasks carefully so that all students understand what is expected of them;
- vii) challenging poor behaviour calmly but firmly, using the range of sanctions available and talking through any poor behaviour with the student so that the emphasis is on modifying behaviour and avoiding any further disruption to learning;
- viii) explaining to students the reasons for any sanctions and being prepared to listen to a student's point of view when it is appropriately expressed.

4. **Promoting Good Attendance**

There is a clear link between attendance and attainment of students. Students are expected to aim for 100% attendance and we encourage this by:

- i) use of an appropriately differentiated curriculum to engage all our learners;
- ii) high quality teaching and learning;

- iii) appropriate support to tackle problems such as bullying;
- iv) partnership with parents / carers;
- v) use of assemblies to reinforce the message;
- vi) use of rewards for those with excellent attendance;
- vii) discouraging parents / carers from taking students out of College in term-time;
- viii) use of the attendance steps monitoring system

If a student is unavoidably absent from College, parents / carers are asked to contact College immediately and to provide a reason for the absence. If this does not happen, College will contact the parent / carer on the first day of absence to find out why the student is not in College.

Students are electronically registered in every lesson. Lesson registration also identifies persistent lateness to lessons and other trends in attendance.

5. Taking Account of Individual Student Needs

A range of support is available to students to help them to overcome difficulties in meeting the College's expectations on behaviour and attendance. These include:

- i) Catholic Care Social Worker;
- ii) Bursary / Hardship funds;
- iii) Coaching and support from form Tutors, PAMs and CAMs;
- iv) Involvement of the Learning Support Team where relevant for students with additional needs or disabilities;
- v) Involvement of the Safeguarding Team for Looked After Children (LAC) students;
- vi) Use of ILPs for those at risk of permanent exclusion;
- vii) Use of external agencies in supporting a student where appropriate.

5.1 Vulnerable Groups:

There is due regard for the rights and needs of students deemed to be "at risk", including minority ethnic and faith groups, travellers, asylum seekers and refugees, students who have English as an additional language, Looked After Children, sick children, young carers and any others at risk of disaffection.

Any special needs or disabilities students may have are also taken into account when addressing behaviour issues.

The College monitors exclusion and attendance data to ensure that particular groups are not being discriminated against in the application of this policy.

6. Rewards and Sanctions

There is a focus on the positive, with sanctions used only when absolutely necessary and for the minority who are not meeting our expectations.

6.1 Sanctions

Sanctions are used to modify the behaviour of those students not meeting our expectations. Sanctions used are reasonable and proportionate, taking into account the individual needs of the student and the needs of the wider College community.

6.1.1 Dealing with Low Level Disruption, Minor Incidents and Isolated Incidents in Lessons:

All staff are responsible for maintaining an orderly environment. The classroom teacher deals with low-level disruption in lessons; each member of staff is expected to deal with any minor incidents they see around College.

Strategies include:

- i) clear reminders about acceptable behaviour;
- ii) warnings;
- iii) reprimands;
- iv) moving the student to another place within the classroom;
- v) brief (no longer than 5 minutes) time outs;
- vi) relocation to another classroom within the department for the remainder of the lesson.

6.1.2 Repeated Disruption in Lessons or Non-compliance:

If a student does not respond to the low level sanctions noted above, or for more sustained disruption, further sanctions are available, including meeting parents / carers, use of contracts and eventually removal from courses.

6.2 Further Guidance on the Use of Sanctions

6.2.1 Banned Items and Confiscation

All members of staff have the power to confiscate items from students (see 6.2.3 below) and must arrange to do so when they see an item that is:

- i) a banned item, for example: alcohol; a weapon, or anything that could be used as such;
- ii) a threat to others, for example a laser pen or weapon;
- iii) a health or safety hazard;
- iv) inappropriate material, for example that of an extremist, racist or pornographic nature

If the item confiscated is of monetary value, it must be handed in to the College Office as soon as possible. If an item is of no monetary value, it may be disposed of.

The College also reserves the right to dispose of any item that it would be illegal for a student to have. Other items are usually returned to students at the end of the day but may be kept for longer. Parents/carers will be informed of any confiscations.

Whilst every precaution is taken to ensure that confiscated items are kept safely, the College does not take responsibility for their loss or damage and reserves the right to keep any item.

6.2.2 Mobile Phones

Students are allowed to bring mobile phones into College, although the College takes no responsibility for such items. The College also reserves the right to request viewing of any content thought to be used for bullying or inappropriate actions.

6.2.3 Powers to Search Students

The College has the authority to search students, with and without their consent, for any item which is banned by the College. The power to search **with consent** has been delegated by the Principal to all members of SMT, the PAMs and the CAMs. Only members of SMT may search students or their possessions **without consent**, where they suspect the student has weapons, alcohol, illegal drugs or stolen items.

Anyone searching a student, with or without consent, must have another member of staff present as a witness. If a female student has to be searched, a female member of staff should be present.

7. Exclusions

The Principal, or his / her delegate, may use fixed term or permanent exclusion in response to incidents of a very serious nature.

A list of incidents leading to possible fixed term or permanent exclusion can be found in Criteria for Exclusion (see below). This list is not exhaustive but gives an indication of the level of incident that may lead to exclusion.

When deciding upon exclusion, the Principal (or his/her delegate) will take account of any special educational needs or disability that might affect the decision, and any relevant cultural or religious issues. A record will be kept of actions taken during the investigation of any incident leading to exclusion.

If a student is excluded from College, the College will:

- i) Inform the parent / carer immediately, in writing, of the reason for the exclusion;
- ii) Set work for any short term exclusion;
- iii) Arrange a readmission meeting, at which the reasons for the exclusion will be further discussed;

A student may be sent home whilst investigations that may leading to exclusion, are carried out.

7.1 Criteria for Exclusion

7.1.1 Fixed Term Exclusion may be appropriate for:

- i) persistent failure to comply with College expectations, despite the use of other sanctions;
- ii) gambling on site
- iii) racially motivated incidents
- iv) homophobic abuse
- v) fraud or theft;
- vi) repeated violation of the College non-smoking policy;
- vii) vandalism to College property, including outside of College hours;
- viii) inviting unauthorised personnel onto College site;
- ix) drinking of, or possession of, alcohol on site;
- x) arriving in College in an intoxicated state, under the influence of alcohol, drugs or solvents;
- xi) possession or use of a solvent or drug / substance;
- xii) threatening behaviour towards a member of staff or their family and / or their property (on or off College site);
- xiii) false and / or malicious accusations against staff;
- xiv) persistent bullying, including cyber bullying / misuse of mobile phones and other social networking media.;
- xv) misusing images of another student or member of staff;
- xvi) behaviour outside of College which brings the College into disrepute;
- xvii) being in possession of a weapon on site;

- inappropriate internet access;
- xviii) deliberate activation of the College fire alarm;
- xix) verbal abuse / defiance of a member of staff;
- xx) assault even in cases of self-defence or retaliation;
- xxi) involvement in serious criminal proceedings or other police involvement where deemed to affect the good order of the College.

7.1.2 Permanent exclusion may be appropriate for all of the above and:

- i) supply or trafficking of a drug / substance / alcohol;
- ii) bringing unauthorised personnel onto the site;
- iii) threatening use of a weapon;
- iv) arson or vandalism;
- v) sexual assault;
- vi) assault causing injury;
- vii) repeated and persistent misbehaviour, as detailed in the criteria for fixed term exclusion;
- viii) Intimidating or posing a threat to another student or member of staff, either on or off site.
- ix) assault (actual or threatened) on a member of staff or their family; persistent nuisance or damage to their property;
- x) behaving in a way that could damage the name of the College within the community
- xi) non attendance.

7.1.3 Instances of permanent exclusion will always be reported to the parent/carer where possible, and to the Chair or Vice-Chair of the Corporation. The reasons for the permanent exclusion will be clearly stated. The student/parent/carer will be informed of their right of appeal.

In certain circumstances, e.g. arson, possession of illegal drugs, sexual assault, theft, carrying a weapon or assault causing injury, the police may be contacted.

7.1.4 Safeguards

The permanent exclusion of a student is a last resort and the College will take all reasonable steps to avoid such exclusion.

Such reasonable steps may include:

- i) exhausting other appropriate sanctions;
- ii) interviews with the student and parents / carers;
- iii) meeting any special educational needs of the student;
- iv) negotiating agreements with the student and parents / carers;
- v) issuing formal warnings;
- vi) fixed term exclusions and the drawing up of a ILP;
- vii) the involvement of other agencies, e.g. Early Help / CC.

Permanent exclusion can follow from one incident if this is sufficiently serious or an accumulation of several less serious issues.

8. Appeals against Exclusion

8.1 For employees, the ACAS Code of Practice on Disciplinary Procedures provides for an appeal against any formal disciplinary action which must be to the next higher authority. This principle has been adopted for students through this policy. If action has been taken by the Principal, then the appeal

must be to the Corporation (Governors). If, however, the Principal empowers another member of staff to take disciplinary action, then the appeal should be considered by the Principal.

8.1.1 An appeal must be made in writing setting out the grounds on which it is made and addressed to the Clerk to the Corporation. This must be lodged within five working days of any disciplinary action.

8.1.2 If an appeal hearing is required with the Principal, then under normal circumstances it will take place within ten working days of receipt of the appeal.

8.1.3 If an appeal hearing is required with the Governors, an Appeal Panel will be convened; it will normally consist of a minimum of three members of the Corporation, usually chaired by a Foundation Governor. Under normal circumstances, the hearing will take place within fifteen working days of receipt of the appeal.

8.1.4 Prior to the hearing the appellant will receive written notice of the time, date and venue, and a statement of fact together with copies of any written statements.

8.2 Exclusion and Re-instatement Appeals

8.2.1 On an appeal by a student or parent, the Principal/Appeal Panel will afford the appellant an opportunity of appearing and making either written and or oral representations.

8.2.2 The decision of the Principal/Appeal Panel is final. It will be conveyed in writing, setting out reasons for the decision, to the student and/or parents within ten working days following the hearing.

8.3 Statements of Decision

8.3.1 A statement of decision to reinstate should include:

- i) the matters taken into account;
- ii) the reasons why the Principal or Appeal Panel has decided that the student should be reinstated.

8.3.2 A statement of decision **not** to reinstate by the Principal or Appeal Panel should inform the parent or student:

- i) of the conduct complained of;
- ii) of the disciplinary rules which apply;
- iii) of the reasons why permanent exclusion was considered the proper measure to take;

8.4 Rights of Representation

8.4.1 Parents and students will be encouraged to attend the hearing to present their case (and will be advised that the Principal's and/or Governor's representatives may attend in any event), but will be advised:

- (i) that they may elect not to attend but rely on written representations;
- (ii) that otherwise, if they do not attend, the appeal will have to be decided on whatever information is available.

8.4.2 The appellant will normally be allowed to be accompanied by a parent/carer or friend and/or be represented by an adviser unless there are good reasons to the contrary, which will be given to the parent or student. Bearing in mind the importance of maintaining an informal atmosphere, legal representation will usually be unnecessary and may even be counter-productive. However, it will seldom be appropriate to deny the parent or student the opportunity to be represented if that is what they chose. If an appellant intends to be represented or accompanied by an adviser the appellant must inform the Clerk to the Corporation, confirming who will be in attendance, by at least two working days in advance of the hearing. Failure to comply may result in the adviser being excluded from the hearing.

9. Roles and Responsibilities

9.1 Students have the responsibility to:

- i) attend College each day on time for all lessons / directed time or timetabled sessions;
- ii) follow the College rules and accept responsibility for their mistakes when they do not;
- iii) obey without question any reasonable instruction from a member of staff;
- iv) treat all members of the community with respect and listen to their views;
- v) report problems to an appropriate member of staff so that they can be dealt with properly;
- vi) allow teachers to teach and other students to learn without interruption or disruption;
- vii) arrive at lessons on time with the appropriate equipment and ready to work to the best of their ability;
- viii) complete work and homework to the best of their ability and within the deadlines set by teachers;
- ix) seek help with work when there are problems with understanding;
- x) not bully others, abuse them or their property;
- xi) avoid any form of aggressive behaviour.

9.2 Staff have the responsibility to:

- i) plan and deliver appropriate and challenging lessons, taking account of the ability range and any special needs within the class;
- ii) be punctual to lessons;
- iii) provide a safe, stimulating and orderly environment for learning, encouraging all students to be able to contribute and succeed;
- iv) provide effective feedback to enable students to improve;
- v) support and enforce the College rules consistently and fairly;
- vi) explain to students the reasons for sanctions and to be prepared to listen to their point of view, provided it is properly expressed;
- vii) communicate with parents / carers as appropriate to provide them with relevant information to help their children;
- viii) support other staff members appropriately.

9.3 Parents / carers have the responsibility to:

- i) ensure that they are familiar with College expectations and rules as expressed in the Learner Agreement;
- ii) inform College about any issues that may affect a student's behaviour;
- iii) support the College in any reasonable action it takes to improve a student's behaviour;
- iv) attend any meetings reasonably requested by the College;
- v) treat members of staff with the respect and courtesy expected of all members of our community;
- vi) model calm behaviour towards a young person within meetings held in College.

9.4 Governors have the responsibility to:

- i) ensure that College policies / procedures are fair and consistent;
- ii) deal with complaints and appeals in line with the College complaints procedures;
- iii) ensure that there is no discrimination in the implementation of any policy.

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