

BL6 CODE OF CONDUCT POLICY

SCOPE AND PURPOSE

To provide a set of procedures to ensure that students who do not meet the expectations of the Sixth Form are treated with consistency, whilst taking into account the individual circumstances of each student.

By signing the Learning Agreement at enrolment students are accepting the terms and conditions of this policy.

- The code applies to all Sixth Form students, both full and part time.
- Through induction and on an ongoing basis, we will provide students with a clear understanding of the commitments that they make to their studies, to the School and Sixth Form community and its environment.
- Ensure that students adhere to key School and Sixth Form policies and guidelines, in particular the Student Code of Conduct.
- Allocate duties to School and Sixth Form staff appropriate to their level of responsibility
- Ensure that disciplinary actions are coupled with support for the student which takes into account their individual circumstances.
- All actions discussed with students will be documented.

DISCIPLINARY OFFENCES

The following are some examples of misconduct:-

- any breach of the responsibilities of students outlined in the 'Learning Agreement' and any breach of health and safety or other regulations of the School or Sixth Form, as outlined at Induction and in the Student Handbook;
- any failure to follow the reasonable instructions of a member of staff;
- any theft of property or any other dishonest acts;
- deliberately or by gross negligence causing damage to any School or Sixth Form buildings, equipment, books or furnishings or any property of others;
- any misuse of substances as defined by the Substance Misuse Policy e.g. solvents, alcohol, non-medical use of prescribed drugs or illegal drugs. This applies to substance misuse within, or having an effect within, the grounds and premises of the School or Sixth Form. It includes all settings where Sixth Form activity is taking place (including travel on public transport, off-site visits and residential);

- any interference with hardware, software or data belonging to or used by the School or Sixth Form students which contravenes the "Code of Practice for the Acceptable Use of IT/Computing Facilities" agreed at Induction;
- any smoking within the School or Sixth Form buildings or grounds or the perimeter of these grounds. This includes e-cigarettes and vaporisers;
- any cheating, plagiarism or copying of the work of other students;
- any unduly noisy or any unruly behaviour or the use of foul or abusive language;
- disrupting any class or any other School or Sixth Form activity, whether or not involving staff or other students;
- any bullying, intimidation, taunting, verbal abuse or the use of any violence or threat of violence towards any person;
- any behaviour which is socially or sexually offensive or which is offensive to those with learning and/or physical disabilities or impediments;
- any behaviour which could bring the School or Sixth Form into disrepute;
- any illegal act which may have an adverse effect on the work of the School or Sixth Form or on other students;
- unauthorised absence.

GROSS MISCONDUCT

To protect the learning environment, the School and Sixth Form takes seriously any breaches of this code and will follow the Sixth Form Student Disciplinary Procedure should this happen. Furthermore, the Sixth Form Student Disciplinary Procedure will be used in cases where students are involved in:

- theft of any kind;
- threatening behaviour or assault or where allowing the student to remain in Sixth Form would seriously harm the education of or welfare of the student, or others in Sixth Form;
- bullying or harassment including by text, email or social media;
- deliberate damage to property (School, Sixth Form and personal property);
- endangering the health and safety of others;
- any potentially criminal activities affecting the School or Sixth Form or other students;
- possession and/or use of alcohol;
- possession and/or use of illegal substances;
- cheating, plagiarism, forgery and gambling;
- inappropriate access to web material deemed unsuitable;
- inappropriate use of college e-mail.

This is not an exhaustive list and each incident will be reviewed individually.

Where student actions are deemed to be classified as gross misconduct, the Sixth Form will in the first instance suspend the student pending a formal investigation.

In all cases of gross misconduct, the Post 16 Leader and KS5 Co-ordinator will investigate the incident and may permanently exclude a student or place the student on a final warning. In all circumstances a letter will be issued to parents/guardian and student notifying them of the decision taken.

STAGES OF THE DISCIPLINARY PROCESS

1. Cause for Concern Notice (Informal Stage)

This is a support measure before the disciplinary procedure is invoked and will generally relate to an inability to fulfil a commitment to Sixth Form e.g. regular lateness, poor attendance, failure to complete work on time or minor forms of misconduct.

The following should act as a guide:

- Lesson attendance falls below 95%
- Persistent lateness to lessons.
- Deadlines frequently missed.
- General lack of effort impacting upon achievement.
- Behaviour which is in breach of BL6 Student Learning Agreement.
- Problems around social and/or emotional aspects of learning/personal circumstances.

It is important that all subject teachers who have concerns about student(s) in their class log the behaviour event electronically using the school's MIS, to allow the Curriculum Leader, Progress Tutor, Post 16 Leader or KS5 Co-ordinator to follow-up the incident.

Once a behaviour event has been submitted, it will be actioned and outcomes, in the form of student sanctions and performance targets, will be communicated to relevant staff.

Any member of the Sixth Form Team may also raise a concern when a pattern is detected across different subjects or when there is a concern about behaviour outside of the learning environment. The Progress Tutor will, if deemed necessary, collect evidence from one or more subject teachers in the form of an email 'round-robin'. This is then used in the student Progress Meeting where the student will be set individual performance targets.

2. First Formal Warning

A formal warning is given if there has been failure to make satisfactory progress in line with the targets set following on from a behaviour event. A student can also be issued directly with a first formal warning for any serious breach of the Student Learning Agreement.

In all cases, the Post 16 Leader must be consulted before a student is issued with a first formal warning.

2.1 Review meetings will take place involving the student and the KS5 Co-ordinator or Student Progress Co-ordinator in order to monitor student progress in line with set targets. Review meetings will be recorded in the MIS.

- 2.2 A letter detailing the nature of the student's misconduct and subsequent targets for improvement will be issued to parents/carers and the student themselves.
- 2.3 Subject teachers and Progress Tutors will be made aware that a first formal warning has been issued. They will also be updated regarding the targets set and the outcomes of any review meetings.
- 2.4 Student progress will be monitored and ongoing support to the student will be offered by all staff members. Where a student makes satisfactory progress in accordance with the targets set, no further action will be taken.
- 2.5 If a student is taken off the first formal warning and a further concern is raised (repeat of previous/similar behaviour), the student will, in all cases, be referred directly to the Post 16 Leader who will decide on the appropriate course of action.
- 2.6 Where a student fails to make satisfactory progress in line with the set targets a second and final formal warning will be issued by the Post 16 Leader.

3. Second Formal Warning

A second and final formal warning is given if there is failure to make satisfactory progress as a result of the first formal warning or if there are issues of a serious nature that require immediate attention.

In all cases of serious misconduct the student can be issued with a second and Final Formal Warning without having to go through the first two stages of the disciplinary process. In all cases, the Post 16 Leader must be consulted before a student is issued with a second formal warning.

- 3.1 A final review meeting will take place involving the student, parents/carers, Student Progress Co-ordinator, Post 16 Leader, and all other relevant members of staff, such as the KS5 Co-ordinator or Progress Tutor. Once again, student progress will be monitored in line with set targets and all details of review meeting will be recorded on the school's MIS.
- 3.2 A further letter detailing the nature of the student's misconduct and subsequent targets for improvement will be issued to parents/carers and the student themselves.
- 3.3 Subject teachers and Progress Tutors will be made aware that a second formal warning has been issued. They will also be updated regarding the targets set.
- 3.4 Student progress will be monitored and ongoing support to the student will be offered by all staff members.
- 3.5 If a student is taken off the second formal warning and a further concern is raised (repeat of previous/similar behaviour), the student will in all cases be referred directly to the Post 16 Leader who will decide on the appropriate course of action.
- 3.6 Where a student fails to make satisfactory progress in line with the set targets a meeting will take place between the student and Post 16 Leader to decide on the

next course of action. This could include suspension pending further investigation or permanent exclusion from the Sixth Form.

4. **Exclusion**

Exclusion means that a student will be deprived of education in the school for a certain period, or even permanently. It will therefore be used as a last resort rather than as a normal sanction for bad behaviour. The general rule should be to ensure that students lose as little education as possible. The Post 16 Leader and Sixth Form Student Progress Co-ordinator provide support services for students whose behaviour is likely to lead to exclusion, or has already done so. Governors should find out through their clerk what support is available.

Procedures for exclusions: action by the head

- a) Only the Headteacher has the right to exclude a student. When doing so he must without delay:-
 - inform the student's parents (if the student is under 18) that their child has been excluded, and explain why;
 - tell the parents (or the student if he or she is over 18) that they have the right to take the matter up with the governing body and the Independent Panel (IP) In the case of a permanent exclusion there is a formal right of appeal, the arrangements for which must be made by the Independent Panel (IP) who may set up an Independent Panel.
- b) If the Headteacher decides that an exclusion should be permanent, he must inform the parents (if the student is under 18).
- c) Parents are legally responsible for the whereabouts of their child during days 1-5 of any exclusion. Parents could be issued with a £50 penalty notice if their child is found in a public place without justification.
- d) The school will arrange full time education (off site) from day 6 of any period of fixed term exclusion.
- e) Re-integration interviews will take place when appropriate.
- f) The Headteacher will follow all statutory guidance around exclusions, including the circumstances in which the Governing Board need to be notified of a fixed term exclusions and when they are required to conduct a review of a decision to exclude.

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Workload Impact Assessment

Name of Policy: BL6 Code of Conduct Policy (January 2021)

This policy has been reviewed in consultation with the staff members it will affect? YES/NO

This policy has been workload impact assessed YES / NO

The impact on workload is HIGH / MEDIUM / LOW / ZERO

If you have answered YES, YES and ZERO above then do not complete the rest of this assessment.

Ways in which changes to this policy will increase the workload of staff:

- 1.
- 2.
- 3.
- 4.
- 5.

Actions taken to minimise the impact:

1. The school has identified the resources necessary to support the policy, including staff time, and any additional staffing and appropriate equipment required YES/NO
2. All staff, including the Headteacher, have had training to ensure that the policy and any related procedures are carried out without increasing workload burden YES/NO
3. The implementation of the policy will not result in any additional meetings or activities that have not already been identified in the school calendar YES/NO
- 4.
- 5.
- 6.

Assessment carried out by: T Maclellan

Date: January 2021