Policy document

KING EDWARD VI COLLEGE
STOURBRIDGE

Student Behaviour

1 Policy brief and purpose

Our mission to give talented youth the tools to be successful, independent and community-minded rests on our ability to create a positive climate where good behaviours are supported and developed. This policy sets out the actions we will take to proactively encourage great behaviour and to intervene where improvements are needed.

At King Edward VI College, the behaviours we most urgently want to act upon are: good attendance; active participation in college life; and effort and discipline in completing independent work on time. All of these behaviours have a great deal of bearing on our students' success.

We know that behaviour is best where the culture is strong, and the success of this policy relies on all staff actively and reliably following it – therefore it must be as clear and simple to follow as possible, and regular reviews will check that this is the case.

2 Scope (who the policy affects)

This policy is designed to act on the behaviour of students at King Edward VI College, setting clear expectations for everybody, whilst making reasonable adjustments wherever necessary. Parents and guardians, staff and other stakeholders are also affected by this policy.

3 Promoting good student behaviour

3.1 We take an active approach to good student behaviour, defining good student behaviour through the King Ed's Student Framework [Annex A] and strengthening student understanding through tutorials and assemblies.

The KEDS framework represents our core valued behaviours: Kinship, Effort & Discipline, and Self-knowledge.

3.2 At induction, all students receive the KEDS framework [Annex A] and code of conduct [Annex B], clarifying expectations for good behaviour.

3.3 We recognise and reward our students for the excellent and positive behaviours they display. All staff must recognise good behaviour and reward exceptionally good behaviour, creating positive reinforcement.

A list of good behaviour that may merit reward is listed (non-exhaustively) here:

- Excellent attendance – consistently above 95%

- Completing additional independent study or an independent project related to a subject
- Giving time and skill to help others (e.g. by setting up a study group, raising money for charity, taking part in peer mentoring or helping visitors to the site)
- Being consistently punctual when it comes to lessons, events, and deadlines
- Contributing to all facets of college life by actively participating in class discussions and assisting at college events—we encourage students to be active and involved members of the college community in all aspects.
- Showing resilience and perseverance in meeting a goal
- Looking after others by resolving conflicts well and speaking up where necessary

There are a number of ways that staff can recognise and reward good behaviour – the simplest and easiest way to do this is to offer verbal praise and thanks wherever it is merited. The following is a list of ways that good behaviour can be recognised and rewarded at the college:

- Verbal recognition and praise
- Phone calls and post-cards home
- Positive comments on the action log
- Nomination for college awards and prizes
- Nomination for external awards and prizes

4 Supporting good attendance

4.1 Attendance to lessons has a clear impact on the success of students. All staff have a responsibility to expect and encourage good attendance at all times.

4.2 All students are expected to have attendance of at least 95%. If attendance falls to 90% or below, whatever the reason for this may be, the student is considered a to be persistently absent and college staff must intervene to help the student improve their attendance.

Please refer to the Student attendance and punctuality policy for more detail.

5 Supporting good participation in college life

5.1 The college community benefits from the active participation of students in college life, and there are a number of ways in which students can become involved: enrichment activities; the Student Leadership Council (SLC); student voice activities; celebration days and events, and a range of performances and exhibitions.

5.2 All students are required to take part in enrichment activities during Y12 as part of their programme of study.

6 Supporting good independent study

Learning independently is a vital part of success. Independent study allows for learning in lessons to be consolidated, providing opportunity for skills and knowledge to be embedded. At the college independent study is referred to as Prep (preparation). For each subject, it is expected that students complete at least 5 hours of prep each week. Students will be supported by their teachers in how to make best use of this time. Students are able to use

the study spaces across the college for this work but may also choose to work from home if they are not in timetabled lessons. If students are not using their time effectively; for example, failing to meet deadlines, not making the required effort or poor attendance at lessons, then students will be expected to attend supervised study sessions during the college day. These sessions will be monitored as a timetabled session and be subject to the college attendance policy.

7 Responding to poor behaviour in the first six weeks

The first six weeks of a student's education at the college is considered in a similar way to a probationary period. If a student is found to be in breach of the code of conduct then the college reserves the right to terminate the student's studies without recourse to the levels of behaviour process. The student should be given appropriate guidance and support to improve throughout this time, with reasonable attempts made to contact parents or guardians. If a student does not respond to this support and guidance by making required improvements, then a Faculty Director or any other member of the College Leadership Team may recommend exclusion, which must be authorised by a member of the Senior Leadership Team.

8 Responding to poor behaviour after the first six weeks

If students do not meet our high expectations in terms of behaviour, attitude to learning and attendance, appropriate guidance and support will be given to help the student improve – please refer to Annex D for further details. The support will be appropriate and graduated to the individual students needs.

If a student does not respond to this support and guidance by making required improvements after a reasonable period of time, the following actions may occur:

- Additional study sessions added to the students timetable
- Restriction or removal from trips & visits (at the cost of the students)
- Restriction of participation in extra curricular opportunities
- Removal from subject or a change to the study programme
- Removal from college

9 Responsibilities of all staff in responding to poor behaviour

9.1 It is the responsibility of all staff of the college to know and understand the KEDS code of conduct, to uphold it, and to promptly intervene where students are in breach of the code.

9.2 When students are in breach of the code:

- Staff members must verbally intervene to ensure the student realises what is required and give them the chance to rectify the behaviour.
- It is good practice to give students appropriate time to process information, to check that instructions are well understood, and to speak to students about their behaviour out of earshot of others.

- Where such an intervention is immediately successful (and where the behaviour isn't being repeated or part of a pattern) then there is no need to record anything or to take further action.

9.3 If the breach is serious (e.g. where the behaviour is abusive, risky, or likely to cause upset or harm to others) then members of staff should call on assistance from Student Safety Officers and/or college managers. Staff dealing with serious breaches of behaviour must make sure a comment is recorded on the student log, detailing what happened.

9.4 If the breach is not serious but is persistent then staff should record a comment on the student's action log, detailing the behaviour and how they have addressed the behaviour.

It is good practice to call or email home at this point, keeping a neutral tone and being careful to find fault with the behaviour and not the student. At this stage the member of staff should check that all adjustments for SEND or safeguarding circumstances are being met, and should also refer the student (keeping their personal tutor in the loop) where they suspect that learning support, safeguarding support or any other service may be required to assist the student.

9.5 More specific roles are included in Annex C: 'Roles of specified staff with regards to student behaviour management'.

10 Rights of students in the management of poor behaviour

10.1 King Edward VI College is committed to upholding the highest standards and expectations, thereby promoting a culture that supports students to be safe, successful and happy at college.

10.2 All students have the right to fair and reasonable treatment. Investigations into poor behaviour will be undertaken professionally, with conclusions reached on the balance of evidence, and with ample opportunity for students to explain their point of view and actions.

10.3 The college promotes equality and inclusion, and students will never be subject to different treatment because of a characteristic such as race, sexuality, or belief. The college analyses data to identify and challenge any patterns that appear to show there may be concerns in this area.

10.4 Students with additional needs and disabilities are given support and reasonable adjustments, with teaching and other student-facing staff well-trained and informed of specific circumstances. In the case of this disciplinary policy, reasonable adjustments may include providing additional support services, building in some flexibility around disciplinary triggers, or extending the amount of time allotted to make improvements.

11 Responsibilities of students and parents or guardians

11.1 Parents and students are expected to know, understand and uphold the KEDS student code of conduct.

11.2 Students are expected to be safe and to immediately report any possibly unsafe situation to a member of staff at the college. Where students are involved in a disciplinary meeting, they must be honest and forthcoming. Where a member of staff investigating a breach of conduct suspects that the student is not being open, they may request the student to give immediate access to social media and email accounts.

11.3 Parents are expected to support the college in the enactment of this policy, to ensure that their correct email and contact details are registered with the college, to keep up to date with all communications, and to attend meetings as required. If parents fail to attend a required meeting, the college will proceed with the planned meeting and subsequent interventions and contracts without them

11.4 Parents and students are expected to remain respectful and considerate in all their communications with staff. The college reserves the right to ban from the site those who have been abusive to any member of the college.

12 Serious Breach of Code of Conduct

12.1 The College may instigate disciplinary procedures at any point in time including exclusion in the event of a serious breach of the code of conduct – please refer to Annex D.

12.2 Suspension may be used where staff deem there is a need for the student to 'cool off'. Where this is the case, the student may return the next day, unless they have been informed otherwise.

12.3 Suspensions may be used to maintain site safety or in order to help resolve issues promptly. Where a student is suspended pending a disciplinary investigation the college will make every effort to conclude investigations quickly, and suspension never implies an assumption of guilt.

12.4 Permanent exclusion of a student is the last resort in the disciplinary process, although there will be occasions when it is appropriate to temporarily exclude a student as a first step in a disciplinary investigation (temporary exclusion) or where this is necessary for the wellbeing of the student or other students or staff.

12.5 The power to permanently exclude a student may be exercised only by a member of SLT. Once a decision to permanently or temporarily exclude has been made, all reasonable steps to inform the student, and their parent/guardian, in writing, must be taken as soon as possible. No student under 18 should normally be required to leave the premises following a decision to exclude or suspend unless the parent/guardian has been informed in advance.

12.6 The student, or parent/guardian (if the student is under 18) has the right of appeal against a permanent exclusion. The appeal will be held by a panel chaired by the Principal.

12.7 Feedback will be given to those affected where appropriate and where it does not breach individual rights to protection of data.

13 Involving the Police

13.1 The college reserves the right to involve the police in matters where criminal activity has taken place or is suspected of having taken place. In addition, the college will inform the police of intelligence which may support the police in preventing or tackling criminal activity. A student and his or her family have the right to contact the police if they feel that a criminal offence has been committed.

13.2 The college reserves the right to reach a disciplinary conclusion independently of any police enquiry. However, in deference to a police enquiry, the college may decide to suspend its own investigation and disciplinary action until the police enquiry has ended.

14 Equality Impact

The College's equality, diversity and inclusion policy has been taken into account when considering this policy.

15 Annexes

Annex A – KEDS Framework
Annex B – KEDS Student Code of Conduct
Annex C – Roles of specified staff with regards to student behaviour and management
Annex D – Levels of behaviour interventions charts
Annex E – Investigation process
Annex F – Bullying, Harassment and Peer-on-Peer Abuse (Students)

Date of review	Date agreed	JCC	Governors	Review date	Comments
September 2026	October 2026	N/A	N/A	June 2027	Link to student attendance and bullying and harassment policy

KEDS FRAMEWORK



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Annex B

KEDS Code of Conduct

King Edward's is an ambitious and welcoming community with an enduring past and a lively present. We thrive on curiosity, thoughtfulness and positive engagement with new people and new ideas. Every member of this community has a responsibility to behave with kindness and respect to others, to support each other to achieve academic goals, and to pursue their own education with focus and determination.

The following behaviours are expected, on- and off-site, and online. Failure to keep to these behaviours incurs the risk of disciplinary action and consequences as set out in the Student Behaviour policy.

KINSHIP

- Demonstrate integrity in your words and actions
- Show respect for all members of the college community and members of the public
- Be polite and courteous
- Follow reasonable instructions and requests made by members of college staff
- In class, remove outdoor-wear and put away mobile phones unless directed to use them
- Wear your college ID card and lanyard at all times
- Contribute to good communication and read college emails at least daily
- Respect the college buildings and other property
- Behave safely and look out for the safety of others

EFFORT & DISCIPLINE

- Show a strong work ethic, working hard and taking pride in all aspects of your work
- Attend all timetabled commitments and meetings
- Arrive punctually and prepared for all activities
- Complete all work and study diligently
- Meet deadlines

SELF-KNOWLEDGE

- Take responsibility for your actions and choices
- Understand the expectations placed on you

Annex C

Roles of specified staff with regards to student behaviour management

Teachers

Teachers are responsible for setting a positive climate for good behaviour through recognising and rewarding good behaviour and setting high expectations for behaviour in and out of the classroom.

If there is persistent poor behaviour relating to attendance, punctuality or homework submission, the teacher must follow the behaviour systems to speak to and support the student to improve their behaviours. If required improvements are not made the issue should be referred to the PT to place the student on a behaviour concern, with the teacher providing clear targets for the student to work on.

If a student displays disruptive or abusive behaviour in the classroom, the teacher may require the student to leave the lesson to cool down. Any such incident must be recorded on the student's action log, and the personal tutor copied in. It is good practice or the teacher to take the student aside to 'reset' the relationship before the next lesson.

Subject Leaders (SLs)

Subject Leaders are responsible for monitoring the behaviour of students across their subject, and for ensuring that poor behaviour is being addressed as set out in this policy.

If there is persistent poor behaviour relating to attendance, punctuality or homework submission, and the behaviour is only happening in one subject, and if the Subject Behaviour Concern with the teacher and PT has not produced sufficient improvement, SLs should work with their FD to decide on the best intervention for those students.

If the rude and disrespectful behaviour persists in the subject lessons, or if the behaviour is more serious – such as bullying, homophobic or racist behaviour – then the SL can request the support of Faculty Directors.

Personal Tutors (PTs)

Personal Tutors are responsible for actively monitoring the behaviour of their allocated students and intervening promptly wherever a pattern of negative behaviour seems to be establishing itself. PTs must set high expectations for behaviour and attendance at all times.

Whenever a student has a concern raised, the PT must closely monitor the student to determine whether this is an issue relating to one subject only or affecting performance more widely. When a student is put on concern PTs should meet with their tutee to reinforce the expectations set, and to provide support to assist the student to meet the expectations through the setting of a behaviour contract using the targets provided by the subject teacher.

Where issues of poor attendance, punctuality or work submission persist or a student has been displaying rude or disrespectful behaviours across more than one–subject, the PT should closely monitor the student, meet them regularly, liaise with LTs and FDs, and log actions and progress on the portal. Parents and guardians must be involved at this stage, with online meetings and phone calls used.

The Attendance Officer

The Attendance Officer is responsible for reviewing attendance data across the college and alerting college and senior leaders wherever there are concerning patterns – e.g. falls in attendance across specific minority groups, or in particular subject areas.

The Attendance Officer must track weekly students of concern with attendance issues and ensure that attendance policies are being followed.

Lead Tutors (LTs)

Lead Tutors are responsible for tracking and monitoring students who fall under their Faculty responsibility, and for ensuring that poor behaviour is being managed in accordance with this policy. They must use their skills to make sure that high standards for behaviour are set, with high levels of support deployed where necessary, taking on complex cases that cannot be managed by PTs.

Lead Tutors meet regularly with their Faculty Director to triage students who have not made improvements to attendance, punctuality and work submission.

If behaviours for learning have not improved after students have been monitored by their PT following multiple subject concerns, and the decision is made to progress to an Escalated Behaviour Concern, the LT will be responsible for meeting with the student and parents and guardians (online meetings are fine) and setting appropriate targets and support. LTs should record the plan and progress made on the online system.

LTs will work with PTs weekly to track students of concern (attendance below 90%) with attendance issues and ensure that monitoring and targets are in place to support good attendance to college.

Where there is an incident of poor behaviour not related to a subject lesson and requiring intervention ~~at L2~~, the LT will be responsible for investigating the issue and forming a reasonable judgement as to what took place, and what actions need to be taken.

Faculty Directors (FDs)

Faculty Directors are responsible for monitoring behaviour across their faculties – in the case of general patterns this means monitoring attendance and work submission across Faculty subjects; in the case of individual student behaviour, this means taking responsibility for assuring this policy is being followed across all students who belong to their Faculty through tutor group. Faculty Directors are key leaders and must create a climate where high expectations for behaviour are embraced, and where high levels of support are deployed where needed.

Where a student in their faculty is displaying persistent poor behaviour relating to attendance, punctuality or homework submission, the reasons are deemed to be more academic than personal, and there has been no improvement following intervention ~~at L2~~, the FD will be responsible for managing the intervention as an Escalated Behaviour Concern. This will involve review and adjustment of the previous plan to form an appropriate behaviour plan, a meeting with parents or guardians where possible consequences are clearly laid out, provision of all necessary support, and monitoring and updates on the online system.

If an FD deems action to improve behaviour for learning following this has not been successful, they may recommend a student for an SLT Disciplinary Concern which may result in exclusion or for their college place not to be renewed in the following academic year. At this point, parents must be informed, and the level of behavioural support can reduce to normal levels for that student, taking into account SEND and learning needs.

If a student is persisting in rude and disrespectful behaviour – such as bullying, homophobic or racist behaviour –then the FD will arrange a meeting with parents at which expectations for behaviour are set and recorded, any risk assessments shared and a behaviour plan made, likely as an Escalated Behaviour Concern. This may occur without the earlier intervention stages having taken place.

FDs will work with LTs weekly to track students of concern (attendance below 80%) with attendance issues and ensure that monitoring and targets are in place to support good attendance to college.

Faculty Directors will also perform some investigations into student behaviour to help resolve cases of alleged misconduct or gross misconduct promptly.

The Senior Leadership Team

The Senior Leadership Team are responsible for setting the culture of student behaviour, maintaining high expectations whilst providing all appropriate support. They must monitor the effectiveness of systems and make changes where necessary. They must enable staff to fulfil duties without placing undue burdens on their time. They must require staff to follow behaviour policies and also shield them from pressures from parents and others who may wish to challenge college policies and procedures.

Where students have displayed persistent poor behaviour relating to attendance, punctuality or homework submission and there has been insufficient improvement despite all interventions including an SLT Disciplinary Concern intervention, then members of SLT (excluding the Principal who must deal with any appeals) can make a decision to exclude, or not to renew the student's place in the following academic year.

If a student is persisting in rude and disrespectful behaviour and interventions have not worked, or if the behaviour is the most serious – such as severe bullying, assault or use of illicit substances, then members of SLT (excluding the Principal who must deal with any appeals) will investigate and make a decision as to whether the student should be excluded or whether they may be retained with appropriate support and risk assessments in place.

Levels of behaviour interventions charts

PRAISE AND REWARD

Who	Rewards
Teachers, tutors and all staff	Portal commendations Postcards, phone-calls and emails home Nomination for KEDS* college awards
SLs, LTs	As above + KEDS Star of the week nomination (with letter home)
FDs, CLT	KEDS commendation assemblies
SLT	KEDS Commendation lunch, trips, awards

***KEDS signifies it should align well with our student framework**

Behaviour Interventions

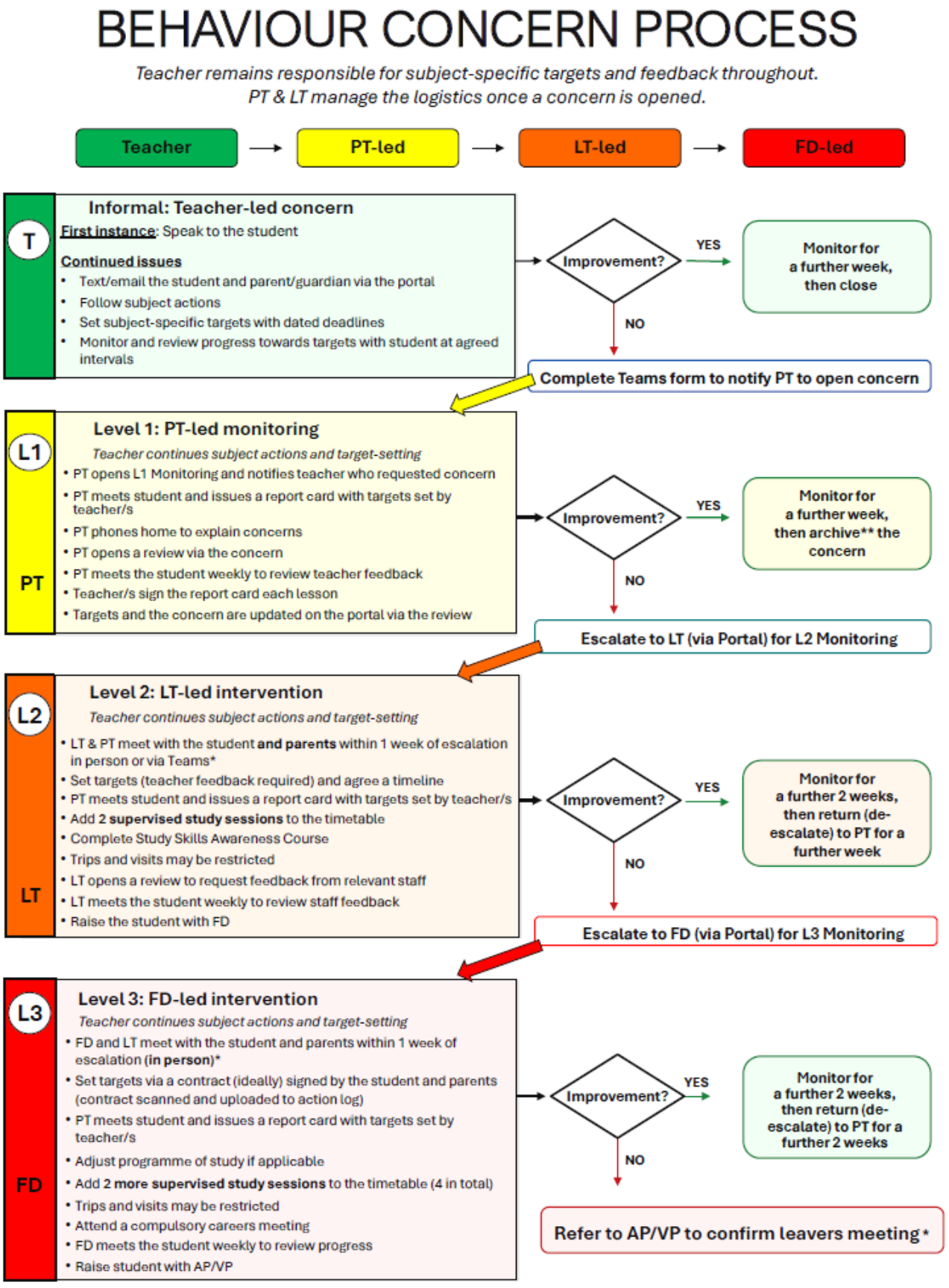
Phase	Behaviour	Possible Actions	Reasonable Adjustments	Who?
Universal 1	Wearing outdoor coats and hats in class Not wearing a lanyard No homework Poor standard of work Lack of effort Falling behind in coursework Lack of equipment Phone goes off in lesson/ Phone out on the desk Comes in late Missed a lesson without a good reason Missed lessons with reasons but absence is below 95%	Ensure student knows what is required linking to the KEDS Framework Verbal Warning Chance to rectify or complete	Give time to process information Check that students understand these instructions Speak to student about behaviour away from others Regular prompting and praise	Teacher Tutor Operational staff
Universal 2	Any of the issues above persist Rudeness to others (students or staff) Persistent low-level disruption	Verbal warning + Comment on Portal Phone call/email home	In addition to the adjustments above: Check all SEND and learning issues and/or safeguarding concerns are attended to.	Teacher Tutor Operational staff

Phase	Behaviour	Possible Actions	Reasonable Adjustments	Who?
L1	Any of the issues above persist Disruptive behaviour Refusal to follow a reasonable request from staff Use of abusive language Use of devices, equipment or personal items on site without permission Attendance between 80 – 89.9%	Verbal warning and comment on Portal + Meeting with SL if in one subject Placed on PT Report if across a range of subjects Phone call/email home Temporary suspension for the rest of the day	Refer to internal or external support for specific issues (e.g. Safeguarding, PREVENT, EDI team, SENCO) Behaviour plan created Refer to Personal Tutor for 1-1 discussion to investigate possible barriers to good behaviour	Teacher SL Tutor

Phase	Behaviour	Possible Actions	Reasonable Adjustments	Who?
L2	Any of the above issues persist Deliberately breaking or misusing college equipment Bringing college into disrepute (e.g. by causing annoyance or abusing members of the public) Bullying (including cyberbullying) Homophobic behaviour Language of a sexual nature Prejudice/Discriminatory behaviour Racist behaviour Smoking or vaping on site Smuggling people onto the site Theft Attendance falls below 80%	Verbal warning, comment on Portal and parent meeting arranged with appropriate person (can be online) + Loss of on-site privileges Suspension whilst investigation ensues Meeting with FD or SLT Placed on FD report if on one subject Placed on LT report if across all subjects Letter sent home to emphasise the seriousness of this stage. Restriction or removal from trips & visits (at the cost of the students) *Where the problem is deemed a risk to student, staff or other, a risk assessment may be actioned.* *May be investigated under misconduct and gross misconduct and could entail loss of place at college*	As above + Daily check-ins with PT, IC or other pastoral staff Risk assessment Consider modifying programme of study if beneficial Involvement of support agencies Check interventions arranged by SENCO and/or safeguarding team	SL FD Lead Tutor SLT

Phase	Behaviour	Possible Actions	Reasonable Adjustments	Who?
L3	Any of the above issues persist Persistent poor attendance Emergency Incident of totally unacceptable behaviour e.g: • Physical violence • Abusive behaviour • Abuse of equipment which seriously endangers themselves or others • Using Social Media to bully, threaten or harass • Sexual harassment • Student not responding to support and sanctions • Illicit substances • Physical Assault • Sexual Assault • Possession of Weapons • Malicious false activation of fire alarm	**SLT to be contacted immediately** As above + Part of study programme removed Prolonged loss of off-site privileges Suspension Permanent Exclusion Police informed *May be investigated under misconduct and gross misconduct and could entail immediate loss of place at college*	As above	SLT

Academic Intervention



* Meetings go ahead even if non - attendance from parents/guardians. They will be informed of outcomes.
**Archive concern only after the further monitoring period confirms sustained improvement.

Initial investigation process

1 On receipt of a report of misconduct

1. The student(s) must be identified as soon as possible.

2. Once identified, the name(s) and the nature of the misconduct should be reported to the Designated Safeguarding Lead (DSL) and a member of SLT immediately.

3. A record of the alleged misconduct should be recorded on CPOMS.

4. SLT and DSL confer to decide the next appropriate steps which could include:

    a. An immediate meeting with a member of SLT to discuss their actions and warn them about their future behaviour
    b. Informing the students of a pending investigation
    c. An immediate temporary exclusion of the student pending an investigation in serious cases (see annex D page 16)
    d. No further action

2 Investigation

1. An investigation will take place as soon as possible to gather information about the alleged incident. This investigation will normally be conducted by a member of the College leadership team (the 'Investigating Officer'), who will interview any staff or students with a significant involvement in the alleged incident. After the investigation is complete, the Investigating Officer will write a brief report to the Principal outlining their findings.

Exclusions and other Disciplinary Sanctions

1 Temporary exclusion

1. The Principal will normally delegate authority for both temporary exclusion (ie suspension) and permanent exclusion to the Vice Principal. The Principal may also delegate authority for temporary exclusion (ie suspension) to the Senior Leadership Team or College Leadership Team in certain circumstances:

    a. As the first step in a disciplinary investigation where, following a meeting with the student concerned, there is reasonable belief that the student has committed an act of misconduct or gross and/or if
    b. The Principal or delegated alternate considers that the continued attendance of the student at college could:
        i. Interfere with an investigation
        ii. Constitute a continued threat to other people (including threats to their wellbeing) or property
        iii. Cause undue disruption to the normal operation of the college or
        iv. Would not be in the student's own interest

2. When a student is temporarily excluded from college, the Principal or delegated alternate, will normally telephone the student's parents/guardians to inform them of the temporary exclusion and the student will

normally be escorted from the college premises. No student under 18 should normally be required to leave the premises following a decision to exclude unless the parent/guardian has been informed in advance.

3. A member of the pastoral staff (usually the student's personal tutor or, in certain circumstances, the lead tutor) will be assigned as the link tutor to ensure that the student is supported during their exclusion.

4. The Principal or delegated alternate who temporarily excluded the student will write to the student and their parent/guardian within one working day of the temporary exclusion. The letter will outline the reason for the temporary exclusion, the timescale and process for an investigation and subsequent exclusion interview and contact details of the link tutor. Where appropriate, the letter will also include arrangements for the student to continue their studies at home and to sit public examinations.

5. A student who has been temporarily excluded may not come onto the college premises except with the advance and express permission of their lead tutor, or as required for the exclusion interview.

2 Investigation

1. An investigation will take place as soon as possible to gather information about the alleged incident. This investigation will normally be conducted by a member of the College leadership team (the 'Investigating Officer'), who will interview any staff or students with a significant involvement in the alleged incident. After the investigation is complete, the Investigating Officer will write a brief report to the Principal outlining their findings. The Principal will then make a decision on how to proceed.

2. Where there is no dispute of the material facts, in some circumstances the decision may be taken to avoid formal disciplinary procedures. In these cases, the student will be seen by a senior member of staff where they will be reminded of their obligations in relation to the student code of conduct. Depending on the nature of the breach of the code of conduct, parents/guardians may be invited to attend this meeting.

3 Disciplinary meeting

1. The Principal will arrange a disciplinary or exclusion meeting with the student, to take place within five working days of the temporary exclusion or date of discovery of the disciplinary offence. This meeting will be conducted by the Vice Principal. This timescale may be extended to 10 days in complex cases. The student has the right to be accompanied by a family representative (see section 6.3.3 in this annex).

2. At the meeting, the Vice Principal will explain the purpose of the meeting and that there are two stages. First, the college must take the decision to either dismiss or uphold the allegation against the student. Once that decision has been taken, the college will decide upon an appropriate sanction. At that point, the college will also consider any mitigating and/or aggravating circumstances and any previous live issues on file.

3. The Vice Principal will invite the Investigating Officer to summarise the allegation(s) made against the student and any relevant evidence they have gathered during their investigation. The student will be given the opportunity to state his or her case (including any mitigating factors) and will be asked to state whether they dispute the allegation(s). If material facts are disputed, the student will be asked to identify any source of evidence supporting his or her case.

4. If the student does not dispute the material facts relating to the allegation(s), the Vice Principal will bring the interview to a close and they will explain the timescale for informing the student of their decision. This will normally be on the same day or the next working day following the exclusion interview.

5. If the student disputes material facts relating to the complaints, the Vice Principal may adjourn the interview for a future date within the following ten working days to allow relevant evidence (including from sources identified by the student) to be made available. The Principal, Vice Principal may arrange for witnesses to be available in person for the reconvened interview or (where that is not practicable) for written statements to be taken from the witnesses by another member of staff.

6. Copies of any documentary evidence, together with copies of any written statements will be provided to the student at least five working days before the reconvened interview is due to take place. At the interview, the student will have the right to question any witnesses appearing in person and to question any evidence presented in the form of a written statement, provided that the nature of the questioning is appropriate and the context relevant to the proceedings.

7. If a witness is not available to answer questions, that will be taken into account by the Vice Principal when assessing the weight to be given to conflicting evidence. Written statements which do not reveal the name of the witness will not be considered, other than in the most exceptional circumstances.

8. At the end of the meeting, the Vice Principal will explain the timescale for informing the student of their decision. This will normally be on the same day or the next working day following the interview.

9. If the student does not attend the meeting and has not given sufficient prior notice or reasonable cause, it will take place in their absence.

4 Decision making and sanctions

1. Following the interview, the Vice Principal will make a decision after considering any evidence and any mitigating and/or aggravating factors and they will either uphold or dismiss the allegation(s).

2. If the Vice Principal dismisses the allegation(s), the temporary exclusion (if one has been in force) will normally cease with immediate effect and the student will be re-admitted to the college as soon as possible. In such situations, the Vice Principal will inform the student by telephone on the same day or on the next working day and will write, within five working days of the initial or reconvened interview, whichever is appropriate, to confirm the outcome. The Lead Tutor will be responsible for informing the student's teachers and tutor that the student will be returning to college.

3. If the Vice Principal upholds the allegation(s), they will normally impose one of the following sanctions after consultation with the student's Lead Tutor:

    a. To permanently exclude the student
    b. To place the student on a final contract monitored by the Vice Principal
    c. To re-instate the student with some other sanction, for example a warning, a final warning or some form of restorative justice such as community service

4. If the recommendation is for permanent exclusion, the student will be given written notification of the decision within five working days of the initial or reconvened meeting, whichever is appropriate. Written details of the right of appeal will also be included.

5. If the Vice Principal upholds the allegation(s) but decides to impose a final written warning or lesser sanction, the student will be informed on the same day or on the next working day and asked to attend a meeting with the Vice Principal. The student will be advised to be accompanied by their parent(s) or a family representative. At this meeting, which should take place as soon as possible after the decision to re-instate, the Vice Principal will explain what sanctions are being imposed and, if relevant, draw up a final contract to be signed at the meeting. The Vice Principal will also write, within five working days of the initial or reconvened meeting

whichever is appropriate, to confirm the outcome of the meeting. The Lead Tutor will be responsible for informing the student's teachers and tutor that the student will be returning to college.

6. The student will have right of appeal against any recommendation for permanent exclusion.

5 The Appeal Process

1. An appeal will only be heard on one or more of the following grounds:
    a. that conclusions were drawn in the hearing which were not supported by the available evidence;
    b. that the penalty was disproportionate to the misconduct;
    c. that relevant new evidence has come to light since the hearing;
    d. that the procedure was operated unfairly to the student's disadvantage.

2. Notice of appeal against permanent exclusion or temporary exclusion for more than ten days must be lodged with the Principal within ten working days of the date of the permanent exclusion and must give grounds and brief particulars of the appeal.

3. On receipt of the appeal, the Principal will first decide whether the submission meets the criteria of a valid appeal.

4. If the Principal decides that the appeal is valid, they will review appeal submission alongside documentation from the original disciplinary meeting and the audio recording of the meeting, if available. If they feel that they have enough evidence to make a final judgment, the outcome will be communicated to the student. If, however, the Principal decides that a full appeal meeting is appropriate, they will convene a meeting of the Student Disciplinary Appeals Committee.

5. The Student Disciplinary Appeals Committee will consist of the Principal and at least one member of the College Leadership Team. Both the senior member of staff who made the decision to exclude and the student will be invited to attend the meeting.

6. The senior member of staff who made the decision to exclude has the right to be accompanied by an appropriate colleague and the student has the right to be accompanied by a family member.

7. The student will be given at least five days' notice of the time and place of the appeal meeting. Any documents considered in the investigation will be available for the purposes of the appeal.

8. At the appeal meeting, the student will be invited to explain the grounds of the appeal and to state his or her case.

9. The senior member of staff who made the decision to exclude will be asked to respond to the appeal and explain the reasons for the decision.

10. Witnesses will not normally be asked to attend except in relation to any new evidence which has come to light since the meeting.

11. The Student Disciplinary Appeals Committee may ask questions of the student and the senior member of staff. The student and the senior member of staff will have an opportunity to raise any questions through the Chair of the Committee. Once all questioning is complete, the senior member of staff and the student will be given an opportunity by the Committee to make any final comments. The student will make any final comments after the senior member of staff. Once final comments have been made, the Committee will then allow the parties to leave and will retire to make its decision whether to allow or dismiss the appeal.

12. Within five working days of the appeal meeting, the final decision of the Student Disciplinary Appeals Committee will be confirmed in writing to the student.

13. If the appeal is allowed, the Student Disciplinary Appeals Committee may decide that disciplinary action lesser than that decided by the senior member of staff should be taken, including no disciplinary action.

14. If the appeal is dismissed, the decision of the senior member of staff will stand.

6 Miscellaneous Provisions

6.1 Scheduled Interviews

1. While the college aims to meet all the time limits in these procedures, if circumstances arise which makes this impossible, the college will contact the student to explain any delay.

6.2 Criminal Offences

1. Where any member of staff has reason to believe that a student may have committed a criminal offence in which the college has an interest, the college reserves the right to refer the matter to the police. If the college has reasonable belief that a student is in possession of drugs or weapons, the police will normally be informed.

2. The college reserves the right to reach a disciplinary conclusion independently of any police enquiry. However, in deference to a police enquiry, the college may decide to suspend its own investigation and disciplinary action until the police enquiry has ended.

6.3 Definitions

For the purposes of this document:

1. 'Students under 18' refers to students who have not reached 18 years at the date of the alleged incident.

2. 'Working days' refers to days on which the college is open for business (ie not just the student academic year).

3. 'Family Representative' refers to any layperson that is able to support the student during the proceedings. This includes another student, a friend from outside the college, the personal tutor, another teacher, parent, guardian or other relative. Legal representation will not be allowed.

4. All disciplinary meetings and interviews under these procedures are internal to the college and not open to legal or professional representation for either the college or the student.

5. 'Illegal drugs' refers to any substance included under the provisions of the current Misuse of Drugs Acts.

6. Correspondence related to any student disciplinary proceedings will be sent to the address of the student as indicated at enrolment, subject to any amendment notified to the college Registry.

6.4 Variations and Amendments to These Procedures

In exceptional cases it may be necessary to make variations to these procedures. The college may make such variations as it sees fit, subject to informing the student concerned and subject always to considerations of reasonableness and fairness. Such variations may include disciplinary, or appeal interviews being conducted by different persons, if the person who would otherwise be conducting the interview has previously had close personal involvement in the matter to be considered.