

LONGLEY PARK SIXTH FORM COLLEGE

BEHAVIOUR MANAGEMENT AND STUDENT ETHOS POLICIES

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| Originator: | Mo Nisbet, Principal |
| Date of last approval: | 26 May 2010 |
| Approval/review by: | Curriculum & Quality Committee May 2011 |
| Review interval (years): | 1 |
| Date of next review/approval: | May 2012 |

LONGLEY PARK SIXTH FORM COLLEGE

BEHAVIOUR MANAGEMENT AND STUDENT ETHOS POLICIES

SECTION 1 - LEARNER AGREEMENT

Longley Park Sixth Form College expects high standards of student behaviour and commitment which are set out in the Learning Agreement which is signed when each student enrolls.

This Agreement is set out below.

The College's commitment to you:

Your years in the college should be an enriching experience, providing an opportunity for you to develop your potential to the full and to develop a sense of responsibility towards others. We expect you to benefit fully from your time here and in order to achieve this, the College will offer you:

- A personal tutor offering guidance and support.
- A negotiated programme of study.
- Quality teaching by suitably well-qualified staff, which encourages you to assume greater responsibility for your studies.
- Regular setting and marking of assignments.
- Facilities for independent study during non-contact time.
- A formative profiling system of review, including the setting of personal targets.
- An opportunity to take part in a variety of enrichment activities.
- Advice on higher education/employment options and confidential references.
- Equal opportunities for all.

In return, the following will be expected of you:

- Punctual, regular attendance at all subject lessons, tutorials, enrichment activities and registration periods and a standard of behaviour suitable for a working environment.
- A level of commitment to study, which comes first in your order of priorities, so that you can achieve agreed goals throughout your courses.
- Satisfactory performance in formal and informal assessments in order for you to pursue your chosen courses.
- Responsibility for the safe-keeping and return of books and other College property issued to you.
- Adherence to College regulations as stated in the Student Handbook.

The College is a large, busy and diverse community. It is therefore important that you:

- Treat everyone with respect and politeness.
- Behave in a calm and responsible manner at all times.
- Inform staff if outsiders are on the premises.
- Carry your ID card at all times.
- Look after your valuables (try not to bring anything that is not essential to College).
- Follow instructions from staff in regard to health and safety procedures.

The College tries to be a good neighbour, so please:

- Respect the local residents' right to privacy.
- Avoid litter, excessive noise or over exuberant behaviour in the neighbourhood.

This Agreement refers to the Student Handbook which contains further detail of IT Policies, Health & Safety and other areas. These are part of the Agreement.

SECTION 2 - PROCEDURE FOR STUDENT REWARDS

To encourage students to engage positively with this Agreement the College has developed a system of Student Rewards. All staff should note the importance of positive feedback at all times and make full use of Postcards Home, Marking and informal feedback to create a positive environment.

At Longley Park Sixth Form College we will promote responsible and mature attitudes amongst students by positively reinforcing the ethos we desire as well as by having a clear process for dealing with unacceptable behaviour.

This document sets out structured and differentiated rewards which we hope will have credibility amongst students and parents/carers.

Communication

The foundation of this structure is the attitude of the staff in all their dealings with students and parents. This should be based on respect and consideration at all times. All of us should give positive feedback to students whenever and wherever possible. This builds self-esteem and helps to construct the ethos we are aiming for. Staff should be particularly careful to avoid sarcasm, personal criticism and comments which could be seen to foster low expectations. Where criticism is required it should be focused on specific actions and behaviours, or on work, rather than on students as individuals. It should, whenever possible, be accompanied by indications of how to do better and praise for something well done.

Marking

Our marking and assessment policy should build on this base. It is a core part of our rewards system. Formal, written feedback and informal commentary should both stress positive achievement. Promptly returned and fully marked work shows that we have valued what the student has done. Guidance for future improvement, rather than criticism of submitted work should be the normal approach. This approach can normally be delivered within external assessment frameworks. A Marking and Assessment Policy statement has been developed to support this.

Postcards Home

When students achieve in ways which merit more high profile recognition any member of staff can use the "Postcard Home" system. A stock of pre-printed postcards will be available through Directorates and Student Services. Any member of staff may complete one of these by noting the details of a particular achievement in the space on the card and adding the student name and tutor group. This should then be passed to a member of the Administrative Support Team who will copy the card to the Progress Tutor, add the address and send it home to parents/carers.

Staff should use these cards regularly so that a steady stream of good news about students feeds into our community. It should be used, for example, to thank students for extra effort and voluntary commitment, particularly good work or effort, or for meeting targets that have been set. We need to ensure that it is used at all academic levels and for all types of achievement.

College Colours

For exceptional achievement of any sort staff should consider making a formal Commendation. This will take the form of a pro forma available on the intranet which should be completed and emailed to the Principal. It asks the member of staff to give details of the achievement and recommends that the student be considered for College Colours. On receipt of a Commendation the Principal will always write home to congratulate the student individually.

At the end of each Autumn and Spring Term the Commendations will be reviewed and College Colours awarded to an appropriate group. This will be a certificate awarded at a Governors Meeting. The group will also be assigned a sum of money to be used to run an expedition which they will plan and organise themselves with support from a member of staff. They will have to report on this expedition to governors.

It will again be important that the Colours system is seen to be accessible to all types of students for a wide range of achievement.

SECTION 3 - ATTENDANCE

Good attendance is the key to success at College. We will reward good attendance and need to ensure that the consequences of poor attendance are clearly reinforced. The EMA system is central to this for many but not all of our students. Staff must be aware that registers **MUST** be timely and accurate for our attendance systems to be effective.

Teaching staff will take a register during each session. They should note that details of some absences may already have been entered centrally and these should not be overwritten.

Lateness should be challenged and recorded as a number of minutes late. Any lateness beyond 15 minutes will not count as attendance for that session when attendance rates are calculated.

All teachers should take every opportunity to congratulate students on good attendance, and to show concern over missed lessons. A pattern of unexplained absences should be discussed with the student's Progress Tutor.

The Progress Tutor will receive a printout of the previous week's attendance for all of his/her students once each week. Emerging attendance problems should be addressed at the tutorial sessions. Progress Tutors can telephone home to alert parents/carers to issues, but should liaise with Student Services if they do so. Records of all phone calls should be placed on the student file.

The College will reward students for good attendance. For students on EMAs this will be delivered through weekly payments and the bonus payments each term. The College will also identify all students meeting 99% or better attendance by Easter, who are not on EMA, and recognise this outstanding performance with a gift voucher.

Where attendance drops below 90%, College Policy, as stated in the Prospectus and Student Handbook, is that students must make a £50 contribution to examination and assessment fees. This will be decided at Easter, but a series of warnings will have been set before this.

Any student not meeting the 90% threshold at each half term and end of term will receive a letter, copied to parents/carers, warning them of this.

At the Spring half term, any student still not achieving 90% will be set the target of reaching 90% during the last half term. If this target is not met, students will be required to pay £50 towards examination and assessment fees. All other students will be informed that their assessment fees will be paid in full by the College.

It is vitally important to involve parents in our attendance management processes. This must be balanced with our commitment to give students an increasing level of responsibility.

Under normal circumstances, queries over unexplained absences will be made directly to the student by phone call, postcard home or text message. These can be made by individual staff in liaison with Student Services. Where a student has attendance below 90%, and/or there is a history of poor responses to such an enquiry, parents/carers should be informed at the same time.

Parents/carers who have particular concerns about absences can request an automatic text update for any missed session.

If at any point staff feel that these processes are not managing absence effectively, they should use the Commitment and Disciplinary Processes to reinforce them.

SECTION 4 - COMMITMENT INTERVIEWS

When any student breaks the terms of the Learner Agreement staff should work to re-establish it. In many instances this will be achieved through informal discussion, humour or a clear, polite comment. When this is

not sufficient, any member of staff can use the Commitment Interview process to formally address issues. It is important that the paperwork is properly issued if this process is used, because it may be used in subsequent Disciplinary processes.

The Commitment Interview is a formal process undertaken by subject staff or a Progress Tutor when they have been unable to address concerns they have with a student through more informal means. It is important that the process attempts to re-engage rather than punish, and that it is recorded so that it can be a base for further work such as a Student Contract if satisfactory progress is not made. If the process is used by a subject teacher they must pass a copy of the outcome to the student's Progress Tutor to ensure that the tutor has an appropriate overview. Commitment Interviews can be completed online, with a copy automatically emailed to the student and their Progress Tutor. Students can authenticate this electronic record by using their network password as a signature.

The following notes are guidance for how the pro forma should be completed.

1. The interview established the following agreement about what is going wrong

The interviewer should aim to reach an agreed understanding of how the student's behaviour is not meeting legitimate College expectations as set out in the Learner Agreement. If the student has a clear understanding of specific things they need to change, they are in a better position to progress. In some cases agreement is not possible. In these cases, the teacher's expectations should be carefully stated in the language of the Learner Agreement.

2. The following support measures were agreed

The College and the teacher have a clear responsibility to help the student change. If they see this as a supportive process, they are more likely to succeed. The second section should be used to record the support put in place. This might include help from Student Services, various forms of Learning Support, agreed work plans, supervision or tutorials, etc.

3. The following targets were agreed

This section sets targets which should be agreed if at all possible. They **MUST** be realistic and manageable. Even very substantial change needs to be broken down into easy steps. There should be no more than four targets. Targets should extend over no more than two weeks so that progress and monitoring is effective and things are not allowed to drift if progress is not made.

A further meeting is agreed at the end of the interview to monitor progress. This is a vital bit of the process and gives us the chance to praise students for the progress they are making. If there is no progress at this point the teacher should discuss the next steps required with the Director of Teaching and Learning.

The Commitment Interview is to be used for issues of work level, attitude, attendance, lateness etc. More serious 'Disciplinary' issues such as violence, abusive language or misuse of computers should be discussed with the Director of Teaching and Learning with a view to using the Disciplinary Process.

The pro formas are attached as Appendix 1.

SECTION 5 - STUDENT DISCIPLINARY PROCESS

Where the College is unable to re-establish the Learning Agreement i.e. where there is continued failure to meet College expectations despite a number of Commitment Interviews over a period of time or where there is a serious breach of College expectations a Director of Teaching and Learning or a Deputy may invoke the following Disciplinary Procedure. This may be as a result of discussions with the Progress Tutor during regular monitoring meetings.

Stage 1 - Student Contract

The Director or Deputy will invite the student and his/her parents/carers to attend a meeting to agree a Student Contract. The letter will ask for immediate confirmation by telephone that the student and the parents/carers will attend. If the original appointment is problematic, a further appointment will be negotiated. Wherever possible the student's Progress Tutor will also be involved in the meeting.

At the meeting a formal Student Contract (Stage 1) will be agreed which clearly sets out the requirements for re-establishing the terms of the Learning Agreement. This contract will be monitored by the Progress Tutor and progress against targets will be discussed during half-termly meetings with Directorate Management.

Where the terms of the Student Contract are not met, a Director of Teaching and Learning or a Deputy may invoke the next stage of the Disciplinary Procedure.

Stage 2 - Progress Panel

The Director or Deputy will write to the student and his/her parents/carers setting out how the Learning Agreement has been broken and the steps that have been taken to try and re-establish it. The letter will ask the student and the parents/carers to attend a formal Progress Panel hearing at the College. The letter will ask for immediate confirmation by telephone that the student and the parents/carers will attend. If the original appointment is problematic a further appointment will be negotiated.

The progress Panel will be made up of two members of College staff including at least one Deputy Director of Teaching and Learning and one Director of Teaching and Learning. At the meeting, the Director or Deputy will present the reasons that the College is concerned about the student's behaviour and/or progress and ask the student to present their point of view as to why targets have not been met. If parents or carers are not able to attend for any reason, the College's Student Services Manager or another member of the Student Services Team may attend as an observer to ensure that the student is treated fairly.

Once the Panel is satisfied that it has as full an understanding of all views and issues as possible, the meeting will conclude. The Panel members will consider all of this information and decide if it is possible to address concerns with a further Student Contract (Stage 2) or whether further disciplinary action is required. Their decision will be communicated to the student and their parents/cares at the meeting or within 2 working days.

If it is possible to address concerns with a Student Contract (Stage 2), this will be agreed between the Director/Deputy Director of Teaching and Learning and the student. The contract will set out clear targets for re-establishing the terms of the Learning Agreement. This contract will be monitored by the Director/Deputy Director of Teaching and Learning and progress against targets will be discussed at a formal review meeting.

Where the terms of a Student Contract (Stage 2) are not met, or where the Progress Panel feels that the situation is too serious to be resolved by a contract, a Director of Teaching and Learning or a Deputy may invoke the next stage of the Disciplinary Procedure.

Stage 3 - Disciplinary Panel

The Director or Deputy Director of Teaching and Learning will write to the student and his/her parents/carers setting out how the Learning Agreement has been broken and the steps that have been taken to try and re-establish it. The letter will ask the student and the parents/carers to attend a formal Disciplinary Panel at the College giving notice of at least 5 working days or earlier by mutual consent. The letter will ask for immediate confirmation by telephone that the student and the parents/carers will attend. If the original appointment is problematic a further appointment will be negotiated.

The Disciplinary Panel will be made up of two members of College staff including at least one member of the Senior Management Team. These members of staff must not have had any part in the issues involved. At the hearing, the Director or Deputy will present the reasons for taking disciplinary action. The student and/or the parents/carers will then be able to present their view of the issues involved. The Panel members will then ask questions as they see fit in order to ensure that they have as full an understanding of all views as possible. If the parents/carers are not able to attend for any reason, the College's Student Services Manager may attend as an observer to ensure that the student is treated fairly. In some circumstances families may wish to be supported by a community advocate which can be agreed in advance of the meeting. The College would not expect any other parties to attend.

Once the Panel is satisfied that it has as full an understanding of all views and issues as possible, the meeting will conclude. The Panel members will consider all of this information and decide if any disciplinary action is required. Their decisions will be set out in a letter to the student which is copied to the parents/carers and to the Director/Deputy within 2 working days. The Panel has the authority to take any appropriate disciplinary action up to permanent removal of the student from College. If any action is taken, the letter will also set out the process for an Appeal.

Appeals

If the student or the parents/carers do not accept the outcome of the Disciplinary Panel hearing they have the right of appeal. If they wish to appeal they should write to the Principal setting out the reasons for the appeal within 5 working days of receipt of the letter from the Disciplinary Panel.

The Appeals Panel will consist of at least one Governor who is not an employee or student of the College who will chair the Panel; a senior member of the College's staff and a third member who may be another Governor as above or an independent person invited by the Chair. None of the members of the Appeals Panel will have had any previous involvement in the issues being examined so that they can give a fresh and independent view.

The Appeals Panel will operate following the same process and guidelines set out above for the Disciplinary Panel. The Appeals Panel can confirm the outcome of the original Disciplinary Panel, or it can reduce or remove disciplinary action as it sees fit.

The Appeals Panel is the final action available within the College's processes. If the student or parents/carers feel that the disciplinary process has not been properly or fairly operated, they have a right to complain to the Young People's Learning Agency, which will be set out in the letter informing all parties of their decision.

This process has been designed to ensure fairness for everyone involved. If at any stage the Chair of a Panel feels that alterations to the procedures are required to maintain fairness, they have the authority to adapt them as necessary. The details of any such changes, and the reasons for them, must be provided in writing to all parties.

Student Contract pro formas are attached as Appendix 2.

SECTION 6 - EMERGENCY SUSPENSION

In some cases it may be necessary to suspend students from College pending an investigation with immediate effect. Such a suspension is not itself a disciplinary action and will only be taken when it is needed to protect students, staff or College property. Only the Principal or a senior member of staff formally deputising for the Principal has the authority to issue such a suspension. If such action is taken the Principal or member of staff acting as Principal must contact home to advise parents/carers of the suspension. A letter should be sent to the student and parents/carers setting out the reasons for the suspension and setting up an investigative

meeting as soon as possible. The investigation will be carried out by a manager nominated by the Principal, and may involve interviews with other witnesses including students and staff. Depending on the outcome of the investigation a Disciplinary Panel meeting may be arranged as outlined above.

Longley Park Sixth Form College
Commitment Interview Record

Student: Progress Tutor:

and/or

Date: Subject Teacher(s):

1. The interview established the following agreement about what is going wrong:

2. The following support measures were agreed:

3. The following targets were agreed:

Signatures

Staff Member: Student:

Review meeting:

Date: Time: Place:

Commitment Review Outcome

Student:

Student Number:

Subject:

Subject Teacher:

Progress Tutor:

Directorate:

Date:

Commitment Review Outcome

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| |
|--|

Further Action required Yes/No

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|--|
| |
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Staff Signature:

Student Signature:

Copies of this form are required for the student, the interviewer and for the Progress Tutor.

| | |
|---|--|
| Original to Student Services (for student file) | |
| Copies to: | |
| Interviewer | |
| Student | |
| Progress Tutor | |

Longley Park Sixth Form College Student Contract

The following were present at the meeting which led to this Contract on

Student:

Parents/Carers:

College Representative:

Date:

Longley Park Sixth Form College is committed to working with all students to meet the appropriate standards of study and behaviour which were set out for you when you started your course. These are fundamental to ensuring that all members of the college are able to meet their full potential. At the meeting we discussed your behaviour and commitment with you and established that you have not been meeting appropriate standards in the following way(s).

In order to continue as a student at College you need to put in place the following changes. We will provide the support indicated to help you do this. These actions will help you to re-establish your Learner Agreement with us and help you to get the qualifications and learning you need.

There should be clear evidence that you are meeting these targets within two weeks when we will meet again to review your progress. At this point we should be able to inform your tutor that the identified problems are being resolved. If we cannot see sufficient evidence for such a change, I may decide to set up a formal Disciplinary Hearing and recommend that you are required to leave college. Details of this process are set out in your Student Handbook.

This contract identifies concerns about your progress at College and what you will need to do in order to continue as a student at Longley Park. You are putting your future at College at risk if you do not meet the targets we have agreed. Because of this we will be making a referral to Connexions so that you can discuss the options open to you if you are unable to continue here at College.

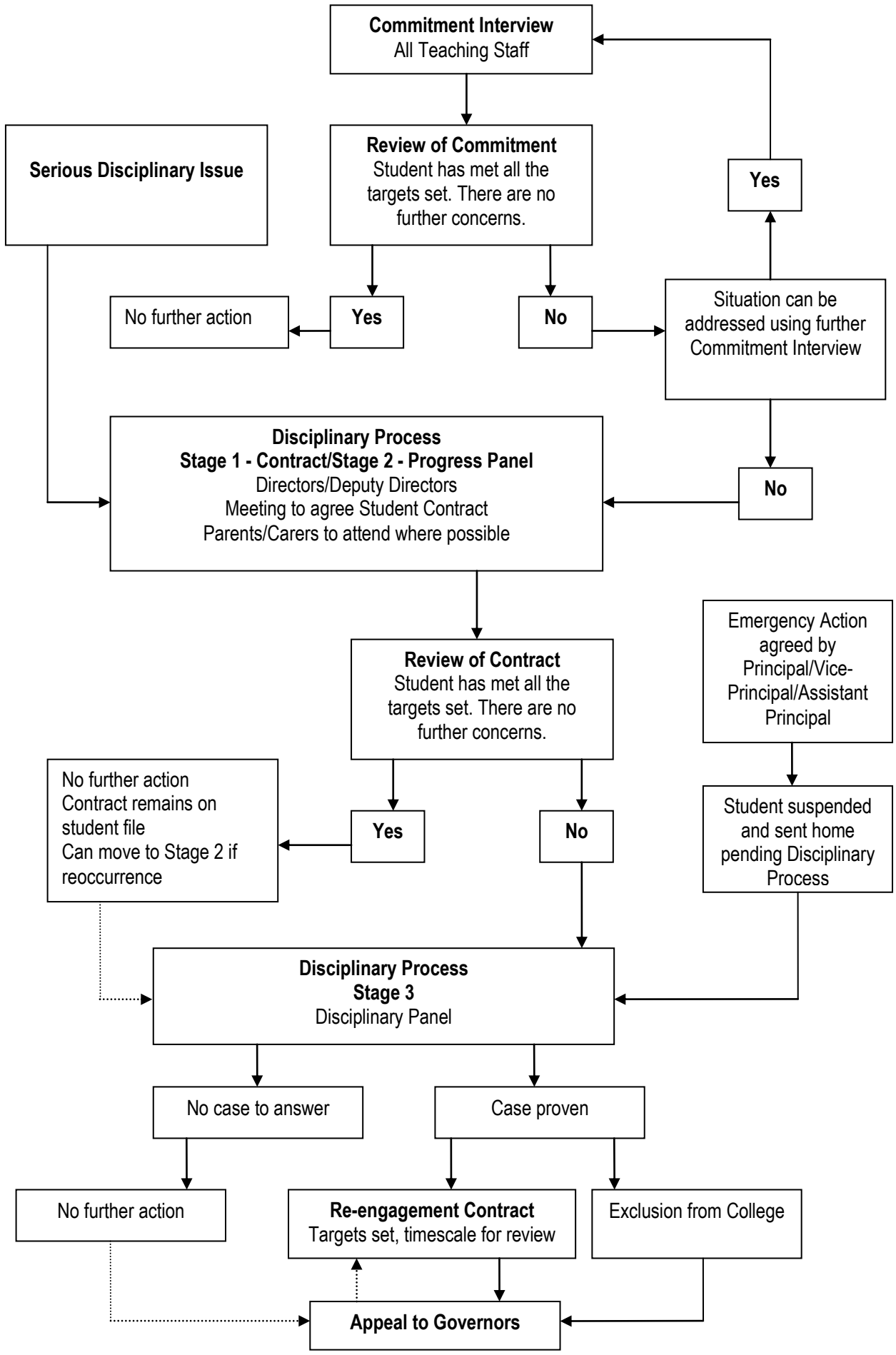
This document records the details of our discussion and ensures that all of us involved know exactly what needs to happen over the next two weeks. It is signed by a representative of the College, you, and (if possible) your parents or carers if you started your course before your 19th birthday. Copies are provided for all signatories.

College Representative:

Student:

Parent/Carers:

The actions set out here will be reviewed at a meeting of all the signatories at College on



STUDENT DISCIPLINARY PROCESS

Summary

At Longley Park Sixth Form College we are committed to supporting all students to achieve the best possible result. Where we are concerned that things are not going well we will follow the procedures outlined below:

For initial concerns:

- Quiet word
- Commitment Interview

Where a student continues to fail to meet College expectations the following Disciplinary process will be followed.

Disciplinary Process

Stage 1 – Student Contract

Director or Deputy will invite the student and his/her parents/carers to a meeting to agree a Student Contract setting targets for improvement. The Progress Tutor will be invited wherever possible.

The Contract will be reviewed and progress discussed with the student. If targets are not met move to:

Stage 2 – Progress Panel

Director and Deputy will meet with the student and his/her parents/carers to outline how the Learner Agreement has been broken and how the subsequent Student Contract has sought to re-establish it. The student will be asked to present their case. The Progress Panel may decide to allow the student to continue on the basis of a further (Stage 2) Contract, or may refer to Disciplinary Panel if necessary.

If a Contract is agreed this will be reviewed and progress discussed with the student.

If targets are not met move to:

Stage 3 – Disciplinary Panel

The student and his/her parents/carers will be requested to attend a Disciplinary Panel consisting of a Senior Manager (Principal, Deputy / Vice Principal) and Director or Deputy. The Panel will receive a presentation from a College Manager outlining the reasons for taking disciplinary action and the student and their parents/carers will have the opportunity to put their case. The panel may decide to allow the student to continue on the basis of a further (Stage 3) Contract, or take action up to and including exclusion from College.

Stage 4 – Appeal

The student and/or Parents/Carers have the right to appeal if they do not feel that the College has acted fairly. The appeal panel will be College Governors and a senior member of staff, and the meeting will follow the same process and guidelines as the Disciplinary Panel. The Appeal Panel is the final action available within College processes.

Where there are serious concerns about a student's ability to meet College's expectations of behaviour and co-operation the College may decide to move straight to Stage 2, Progress Panel, or Stage 3, Disciplinary Panel.

In cases of gross misconduct (e.g. aggression, damage to property, abusive language) a student may be suspended pending an investigation into the incident, and be taken straight to Stage 3 Disciplinary Panel if the investigation suggests this is necessary.