
Student Disciplinary Procedure 2019/20

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1. Intent

The Student Disciplinary Procedure 2019/20 provides clear guidance on how to operate the Student Disciplinary Policy. The intention is for this document to provide the framework and guidance for the positive behaviour of students, to be clear about expectations of standards of behaviours, and the procedures for dealing with disciplinary matters. The aim is to provide clarity of the process and its stages, for both staff and students to ensure fair judgments are made.

Furthermore;

For the organisation:

To provide a safe and effective learning environment, clarity of expectations for high standards of behaviour by all students who choose to study here.

For staff:

To provide support and productive challenge to students to uphold the expectations for behaviour, through clarity in terms of guidance and requirements.

For students:

To provide clarity of expectations from the college on acceptable standards of behaviour and guidelines on consequences and actions if these fall short.

Note: Where the document refers to students, this includes all students – those on apprenticeships as well as classroom-based programmes

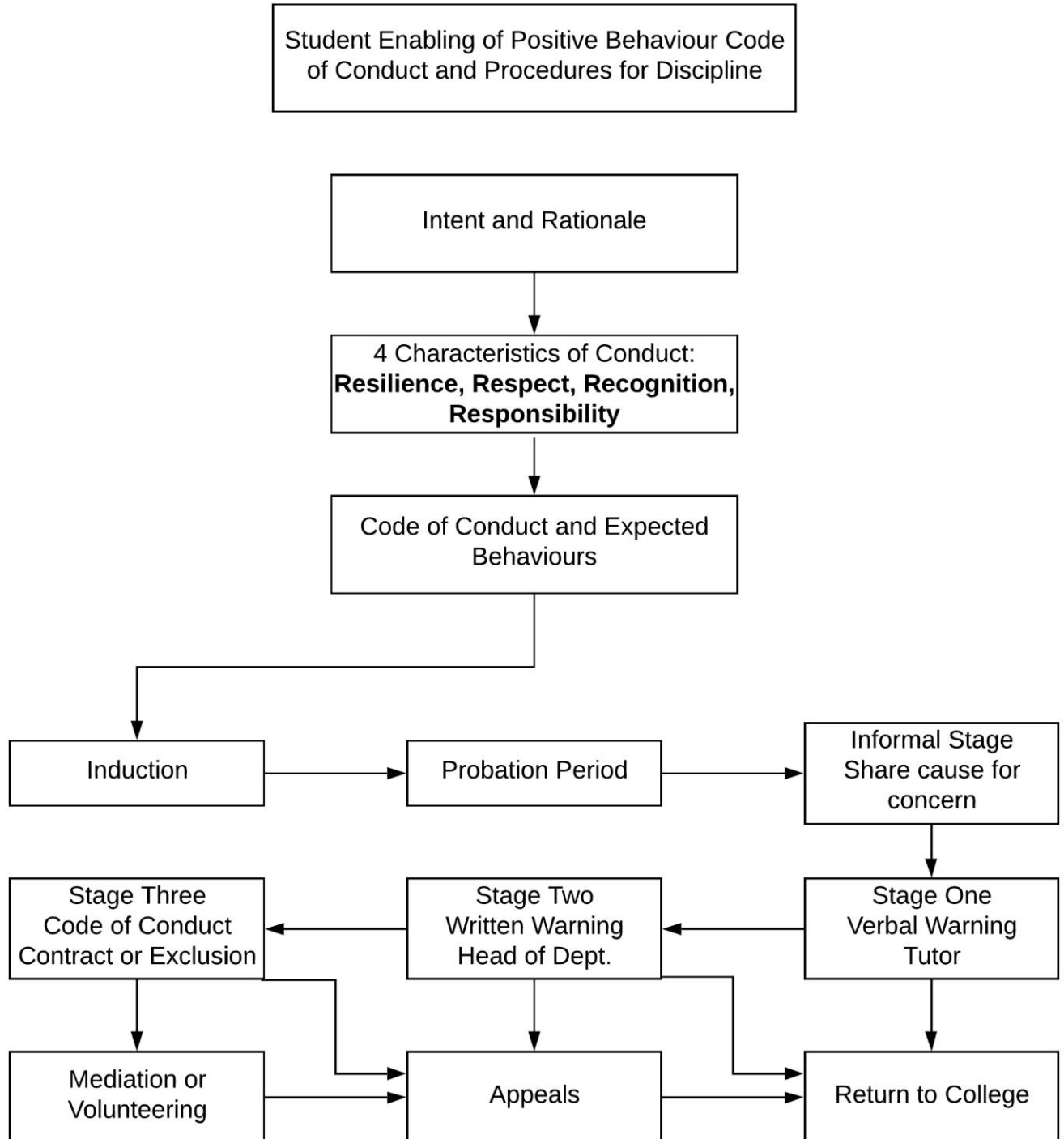
2. Rationale

At City of Bristol College (CoBC) we strive to provide a supportive learning environment which recognises student rights and responsibilities. We aim to treat everyone with respect and dignity, to provide a positive learning environment free from discrimination, harassment and victimisation.

CoBC expectations are that by enabling and supporting positive student behaviour, the College is preparing the student to successfully achieve their goals, and thus equipping them for work and fulfilling lives.

The College promotes the four characteristics of respect, integrity, ambition and pride. Restorative practices (including mediation) approved by the anti-bullying and Youth Justice Board, the Ministry of Justice and the Department of Education provide examples of positive behaviours which employers are looking for and therefore help students to understand the effects of behaviours on others.

Chart showing Student Enabling of Positive Behaviour Code of Conduct and Procedures for Discipline



3. Characteristics of positive behaviour

Characteristic	Examples of Expected Behaviour	Environment
Respect	<ul style="list-style-type: none"> • Treating people, the way you want to be treated • Respecting diversity, people are all different and should not be judged on that basis e.g. appearance • Listening to, and trying to understand, others points of view • Being tolerant and respectful of others • Solving disagreements peacefully, without violence • Dealing with anger peacefully and never using force • Being polite to everyone • Not hurting others by embarrassing them, putting them down or insulting them • Showing self-respect which is at the heart of respecting others 	<ul style="list-style-type: none"> • As a student, whilst on programme, the expectation is that positive behaviours are exhibited at all times: <ul style="list-style-type: none"> ○ In college ○ In the workplace ○ Online and in remote learning environments • In public, when working or learning as part of the programme of study • Consider the effect of one's own actions on other's learning, whether in college, a workplace or a public space • Consider recognising the time and place for a behaviour - when to be quiet and when to be inquisitive and communicative
<p>A lack of respect is usually the root cause of negative or offensive behaviour, disruption and damage to property or people.</p>		
Ambition	<ul style="list-style-type: none"> • Being ambitious for your student choices, and also your life • Stepping up to do something when nobody else will do it • Taking opportunities • Thinking things through and making informed decisions • Challenging yourself to try things to stretch your capacity and capability • Communicating well with others, solving problems, successfully handling negative thoughts, feelings and behaviours 	<ul style="list-style-type: none"> • Applying yourself to the best of your abilities, being enterprising and determined to succeed • Setting yourself stretching goals • Acting responsibly within the learning environment and considering other people at all times • Considering the needs and ambitions of others within the work environment and team
<p>A lack of ambition often leads to feelings that can result in negative behaviour</p>		
Integrity	<ul style="list-style-type: none"> • Being honest and having a strong moral compass • Being trustworthy • Becoming increasingly independent, responsible and understanding • Being unselfish • Being reliable, by doing the things you say you will do, when you say you will do them • Approaching people and situations with trust and hope 	<ul style="list-style-type: none"> • Being able to take constructive and productive challenge • Considering the context, place and people • Acting with consideration to others in need of help or assistance • Understanding rights and responsibility and demonstrating appropriate behaviour

Characteristic	Examples of Expected Behaviour	Environment
A lack of integrity is a common cause of low-level disruption and absenteeism		
Pride	<ul style="list-style-type: none"> • Taking confidence in learning, behaviour, and achievements, in life • Taking pride in work by submitting assignments on time and meeting deadlines • Getting involved in activities to gain confidence and become more competent • Considering taking student responsibilities such as becoming a member of the Student Council • Being self-motivated and showing leadership skills • Taking up support if and when needed 	<ul style="list-style-type: none"> • Taking pride in your surroundings, work space and the college environment by working professionally, and to expected standards • Consider supporting the upkeep of the environment in which you are working or learning • Acting responsibly but with recognition of others as well as one's self • Supporting others who may be lacking in confidence by offering encouragement and support
The lack of pride can be the cause of demotivated or problematic behaviour		

4. Code of Conduct and Behaviours

Mandatory requirements for all students at CoBC:

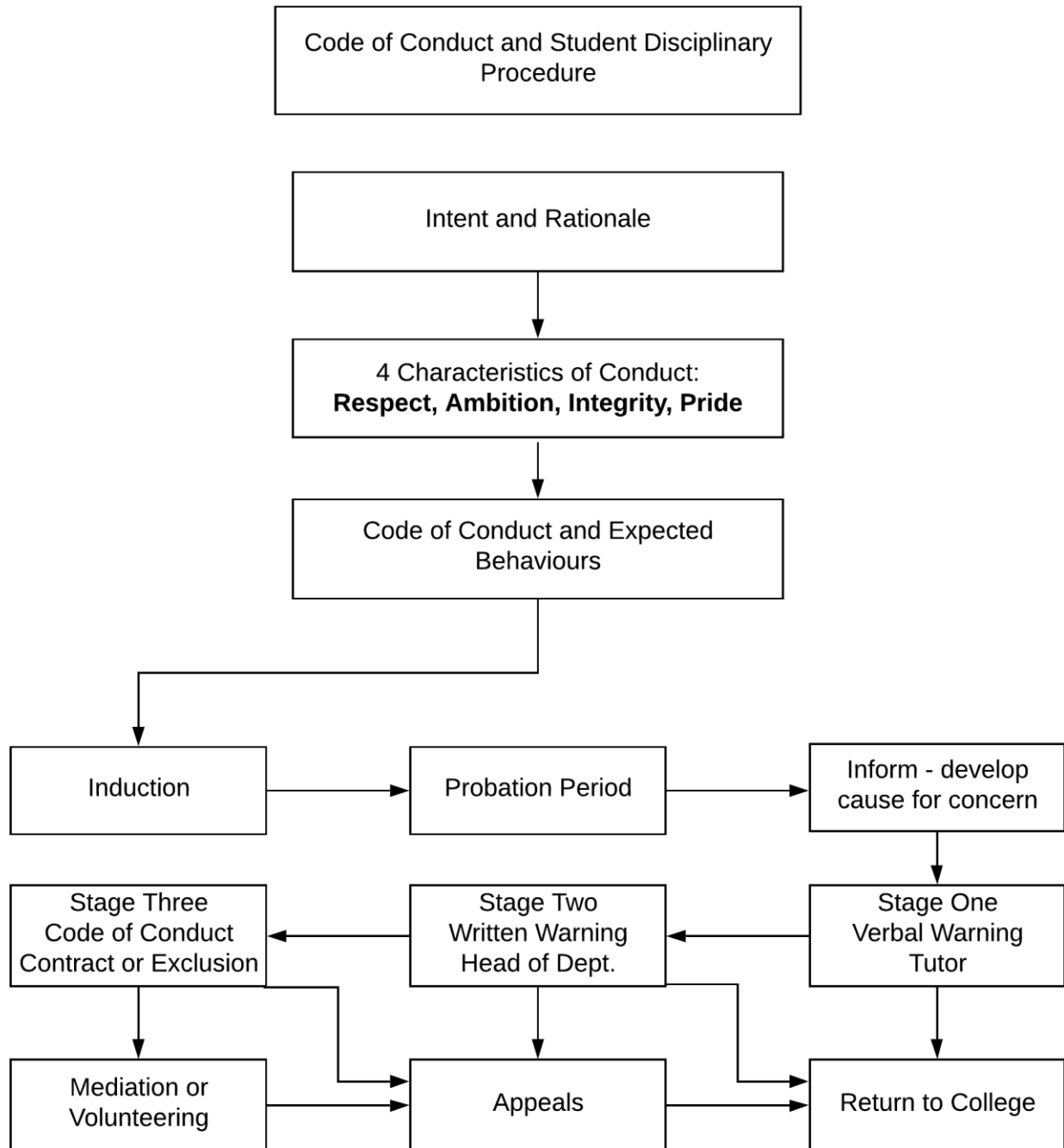
4.1 Students must:

- Keep their commitment to the code of conduct and the student charter whilst in college and offsite
- Remember to adhere to college values; Respect, Ambition, Integrity and Pride.
- Be punctual and ready to learn, follow professional practice rules of the programme of study
- Communicate regularly with their tutor, follow requirements of the programme of study
- Keep up-to-date with work and make opportunities to learn
- Seek help when needed as soon as possible
- Stay safe and do not put others at risk
- Treat the learning environment with respect and follow guidelines when using equipment
- Follow college guidelines for use of social media and phones as set out in the Student Handbook
- Lanyards must be worn on college premises at all times

4.2 Students must not;

- Smoke on the college premises
- Behave in a disruptive, aggressive, abusive, intimidating or antisocial way
- Disrupt or interfere with the education of others
- Display any materials which may offend or distress others
- Be under the influence of alcohol or recreational drugs whilst at college
- Possess or use toxic, dangerous or controlled substances
- Make or send annoying, obscene, malicious or indecent phone calls, texts, emails or posts on social media
- Cause malicious damage to, or theft of, other people's property
- Gain unauthorised access to or make alterations to, college files or computer equipment and materials
- Carry weapons or other objects for use in a threatening way
- Falsify college documents or provide work for assessment which has not been produced or authorised by them
- Take part in any illegal activity
- Behave in any way which could damage the college's reputation

The Flow Chart outlines the CoBC process for Student Discipline Procedure



5. Initial induction period and probation period: expectations and guidelines

Students and apprentices will be supported and guided into the right programme of study to meet career and personal goals.

The initial period of study is the time to ensure all students are inducted and understand the programme needs and expectations.

- Progress will be reviewed
- Work experience criteria met
- All elements of induction and target setting, progress and review is recorded on ProMonitor as part of 1:1 reviews
- Students/apprentices understand the requirements/rules, namely;
 - attendance (full) is made in all aspects of the programme of study including Maths and English
 - the lack of attendance, due to anything other than extenuating circumstances, will trigger an informal discussion, followed by the disciplinary procedure being triggered
 - the teacher/assessor will need to be satisfied that the circumstances are a genuine reason for absence
- Students/apprentices will be punctual to all scheduled events
- All fees, where required, must be paid in full or evidence of an agreed 'other' method approved e.g. bursary or instalment plan
- Successful completion of all work to date including arrangements for work experience (where required)
- Behaviour meets or exceeds the required college standards and students' commitment to the programme is satisfactory or better
- Students must wear lanyards at all times on college premises

At the end of this probation period, if all of these criteria are met, the student may continue to the end of the programme.

If, however, any of these requirements are not met, the teaching staff (this definition will be used to cover staff assessors and teachers.) may wish to invite the student for a review interview. In such cases, students may be accompanied by a friend or parent / carer / wider social services. If receiving learning support, the support worker may attend. This interview will determine if an informal support process is needed, or a change of programme recommended, or if the disciplinary process is to be invoked.

6. Informal stage: showing concern

The informal stage can be described as showing the first signs of behaviour that may either be an exceptional incident that is not considered serious but needs a conversation for the individual or parties concerned to consider changes to attitude or behaviour, and/or assess whether the behaviour could be a result of a potential safeguarding concern. An early warning stage that may or may not go further but does not warrant the formal process being introduced.

6.1 Extenuating Circumstances:

Personal responsibility is key to positive behaviour. As such, any extenuating circumstances which may affect a student's behaviour, such as punctuality, attendance, work, or preparation for work, should be identified by the student prior to it becoming a cause for concern. This should be notified to the Personal tutor or study coach assessors responsible for the programme of study as soon as possible. The student should be encouraged to discuss the difficulties with their personal tutor or study coach as soon as possible.

6.2 Actions:

- The personal tutor or study coach will inform the Head of Department.
- An informal case conference with the Head of Department, lecturer, personal tutor or study coach, safeguarding officer (if appropriate) and student, will be called to discuss support, and guidance measures to be taken to support the student.
- An action plan will be prepared and agreed with the students/apprentices which will be monitored and reviewed weekly. In the case of an apprentice their employer may be involved.
- If the student is able to return to the programme plan within the agreed timeframe, no further action will be taken.
- If, however, the agreed actions and timescales are not adhered to without due cause, and the conduct or behaviours of the student do not improve, then more formal procedure may be evoked.
- The personal tutor and study coach will keep the Head of Department informed of progress on a regular basis.

7. Stage One: Verbal Warning

To be given by the lecturer, assessor, personal tutor, study coach or person dealing with the situation.

This may be given for offences such as, but not exhaustively;

- not carrying out a reasonable request
- inappropriate behaviour
- persistent problems with performance
- attendance falling below 94%
- erratic driving on college premises
- breaking rules such as parking
- breaking smoking rules
- not wearing the appropriate work uniform or lanyard

Stages in the process:

7.1 Meeting

Formal meeting between the student and the personal tutor or study coach (or the member of staff with responsibility for the programme), who chairs meeting. Student can bring a friend.

Notes on students:

- For a SEND student, the Head of Special Education Needs (HoSEN) will consider if needed to attend the meeting. For students with an Education, Healthcare Plan (EHCP) the Head of Additional Learning Support (HoALS) is to decide whether to notify the Local Authority and call an emergency review of EHCP.
- Those who are a Looked After Child, care leaver or a care provider, the Head of Student Services or the Assistant Prevent and Safeguarding Lead will be invited to attend.
- For early college placement learners (ECP), the ECP Officer will attend the meeting. For 14-16 year old learners, the assigned manager must attend.

7.2 Chair

Following the meeting, if action is needed, the Chair will give a formal verbal warning and confirm this in writing. They must also ensure the relevant details are recorded and added to the student's personal file on ProMonitor.

Notes for Chair:

- If Student is under 18 and consent has been given, a copy of the confirmation to be sent to the parent or guardian.
- If Student is 16 or under and at school, written confirmation should be sent to the school.

7.3 After the meeting

The Chair and student will agree an action plan to be completed on ProMonitor. The aim is to find a solution and develop an appropriate positive behaviour strategy. The action will be time related and clearly articulate how it will be monitored and reviewed.

7.4 Completion of action at this stage

If the meeting completed the warning, this must also be recorded on ProMonitor within the disciplinary notes.

7.5 On a timed action plan

If student is given a timed action plan this may be for up to eight weeks to complete, an action plan will be agreed by all parties with clear monitoring and review timescales, and assigned responsibility built in.

Any further concerns within this time may result in the next stage (Stage 2) of the procedure being activated.

7.6 Not completed plan satisfactorily

The Chair to be informed and Stage 2 of the process activated

Notes

- Students have the opportunity to request a formal written warning be removed from the record through successful positive behaviour.
- Disciplinary records will be removed from the file on completion of their current programme (however, all notes and comments remain on ProMonitor)

8. Stage Two - Written Warning from the Head of Department

This will begin if:

- the student fails to keep to agreed action plan at Stage One, or
- Stage One is skipped because the matter is sufficiently serious e.g. verbal abuse, swearing, serious misconduct / breach of health and safety expectations in class or college,
- and/or where attendance has fallen below 85% for 3 weeks or more and is impacting on progress and learning

Stages in the process:

8.1 Meeting

A meeting between the student, personal tutor or study coach (or member of staff with responsibility for the programme), and Head of Department who will chair the meeting. The student may bring a friend or learning support member of staff to support them but not to speak for them.

Notes on students, apprentices and employers

- For a SEND student, the Head of Special Educational Needs will attend the meeting.
- For students with an Education, Healthcare Plan (EHCP), the Head of Additional Learning Support will decide if the Local Authority should attend and a review meeting of the EHCP should be undertaken.
- For early college placement learners (ECP), the Head of Student Services or the Assistant Prevent and Safeguarding Lead should attend.
- For 14-16 year old learners, the responsible manager must attend.

8.2 Action required

The Chair issues a formal written warning. They will also ensure all relevant details are recorded and added to the personal file on ProMonitor.

The options are:

1. An agreed Action Plan
2. No further action to be taken
3. Alternative action - mediation or undertaking voluntary work in the college

Notes:

- If Student is under 18 and consent has been given, a copy of the confirmation to be sent to the parent or guardian.
- If Student is 16 or under and at school, written confirmation should be sent to the school.

8.3 Action Plan

This can be prepared following the meeting or at a time agreed after the meeting. The plan is designed to find a solution to the problem, or agree any behaviour changes that are needed and devise and agree the required actions, with timescales and process for

monitoring and review of the plan, this will be recorded by the responsible personal tutor or learning coach on ProMonitor together with subsequent notes on the action plan completion.

8.4 No further action needed

Documents linked to ProMonitor within Stage Two disciplinary notes.

8.5 Action plan with timescales for action plan

The student may remain on the plan for up to twelve weeks and after the successful completion of the plan, any further cause for concern may result in Stage Three of the process being invoked within a defined time period

8.6 Action Plan - Unsuccessful completion of the plan

Chair to be informed by the personal tutor or learning coach, and Stage Three commences.

8.7 Alternative action

If appropriate, students should be given the opportunity to convert a written warning to a first stage formal written warning, through being involved with mediation or offering to undertake voluntary work to be agreed in the college.

The voluntary work to be agreed in an action plan, with timescales and a named personal tutor or learning coach responsible for monitoring and reviewing successful completion.

Notes

Stage Two disciplinary record will be removed from the personal record on ProMonitor upon completion of any current programme but all notes and comments remain.

9. Stage Three - Code of Conduct Contract or Exclusion

This will begin if all or any of the following apply:

- the student fails to complete the action plan at Stage Two
- or Stage One and Stage Two are skipped because the matter is serious (eg. intimidation, bullying, with or without physical contact, cheating in exams or plagiarism, serious misconduct in class or on college premises,
- or where attendance has fallen below 85% for 6 weeks or more and is impacting on progress and learning

Stages in the process:

9.1 Action by Head of Department

The student may be recommended for suspension, (pending an investigation), authorised by the Head of Department requesting it to the Vice Principal Curriculum and Quality, who will act on behalf of the Principal and Chief Executive Officer, and decide whether or not to suspend the student.

9.2 Suspended

If suspended, written confirmation to be sent to student apprentice and employer with reasons for suspension and date for a Stage Three hearing. The Personal Tutor will stay in contact with the student during this time and work will be provided for the student through distance learning. The period of suspension will last no longer than three weeks without a review.

This is linked to ProMonitor Stage Three disciplinary notes.

The Head of Department will authorise and receive a report following investigation by a manager not within the student's area(s) of study/the line management of the student's immediate team. The report will form the basis of the hearing.

Notes:

- If the student is under 16, confirmation must be sent to the parent or guardian of the student.
- If under school leaving age, the personal tutor or learning coach responsible for that student, must contact the school to ask to exclude student from college. The request will include evidence of the alleged reasons for exclusion, pending an investigation.

9.3 Meeting

Meeting to discuss the alleged incident and the outcome of the investigation report.

The student, personal tutor or learning coach, and Head of Department will attend the meeting. The student may bring along a friend or learning support tutor to support but not speak on their behalf.

The meeting will be chaired by the Vice Principal Curriculum who will hear the evidence for the exclusion presented by the personal tutor, learning coach or Head of Department. The student has a right to reply and to present their case.

Possible outcomes:

1. The exclusion is upheld
2. The student is able to return but with a code of conduct contract in place

3. The student may be allowed to return but with conditions attached which may include mediation or undertaking voluntary work within the college

Notes on students:

- For a SEND student, the Head of Special Educational Needs manager will attend the meeting.
- For students with an Education, Healthcare Plan (EHCP), the Head of Additional Learning Support will decide if the Local Authority should attend and a review meeting of the EHCP should be undertaken.
- For early college placement learners (ECP), the Head of Student Services or the Assistant Prevent and Safeguarding Lead should attend.
- For 14-16 year old learners, the responsible manager must attend.

9.4 Outcomes - Code of Conduct Contract

The code of conduct contract is designed to include all the requirements for change that are needed in either conduct or behaviour (or both) clearly outlined in code. The contract will include performance expectations and how they will be monitored and reviewed and who is the allocated responsible member of staff. If this is agreed, the student must sign the agreement and abide by all the required changes. If they refuse, the decision to exclude may be taken by the Vice Principal Curriculum and Quality on behalf of the Principal and Chief Executive Officer.

If under 16, the request will go to the school to request exclusion, with the evidence to support the need.

If the contract is not successfully completed the student may be excluded for a designated time period by the Vice Principal Curriculum and Quality on behalf of the Principal and Chief Executive Officer.

Students may request mediation or voluntary positive contribution to undertake a task in college - to be agreed.

10. Mediation or Volunteering

10.1 Mediation

Guidelines for mediation

Mediation may be required for a number of reasons namely;

If the matter involved disagreement between people who will need to work together within the college and mediation is identified as a means of ensuring that they move forward successfully. This may be staff or students or other stakeholders.

The mediator appointed will normally be a member of the relevant Department in which the student is studying.

The mediator can help to settle disputes through the following procedure;

1. Each party explains the problem as they see it, in an individual meeting with the mediator.
2. The mediator listens to all parties in turn and identifies the main issue/s for all parties.
3. The parties involved have separate meetings with the mediator in the first instance. At the end of each meeting the mediator finds out whether or not the parties are willing to meet together, with the mediator. If both or all parties agree, this is the point when real mediation takes place.
4. The mediator then holds a joint meeting. The ground rules are agreed at the start of the meeting, led by the mediator, where both parties express their opinion with only one person allowed to speak at a time. The mediator firmly controls the meeting to make sure it does not turn into a battle.
5. It is important to keep people to the facts and not personal opinions. Keep it focused on solutions and moving forward and not rehearsing the problems.
6. The mediator sets up an action plan with which both parties agree to comply.
7. The action plan must be clear about expectations, timescales, monitoring and review.
8. A follow up meeting is agreed
9. If the mediation is unsuccessful and the mediation is to avoid exclusion, the Chair may need to continue with the exclusion

Outcomes are likely to involve apology, changes in behaviour, and perhaps some help to achieve this (e.g. anger management or other skills/ attitude improvements)

Records of the mediation to be kept on Pro Monitor.

Notes:

- If a student is excluded from college, the Vice Principal Curriculum and Quality will send a letter to confirm this and give details of the appeals procedure.
- If the learner is under 16, a copy of the letter will be sent to the parent or guardian.
- If the student is between 14-16 years and on an EHCP, the letter will go to the school about the exclusion.
- In all these cases, appeals will be managed by the student's school.

Personal responsibility is a mark of positive behaviour. Extenuating circumstances, either in or outside the student's control, will affect learning process and behaviours, punctuality, attendance, work or preparation for work and should never be allowed to escalate to the point of disciplinary policy.

In the absence of the agreement of the Vice Principal Curriculum and Quality, only new or changed extenuating circumstances will be considered at stage three of the disciplinary procedure.

10.2 Volunteering

Guidelines for volunteering

Volunteering may be offered as an option when a student wishes to volunteer to take part in a project, activity, or provide some support as a way of giving something back to the college and its communities.

The option for volunteering must be agreed as part of the meeting to consider the disciplinary matter. The student or member of staff may wish to offer it as a demonstration of a positive commitment to change.

The option may be considered and agreement reached as to what form the volunteering will take, how it will be actioned, monitored and reviewed and what the successful outcome would be.

The option should be approached flexibly. There is not a prescriptive list of what a volunteering option should be; it will depend on the circumstances and how the student and staff member can agree to its nature, timescale and outcome.

11. Appeals Procedure

If the student wishes to appeal a decision of a disciplinary matter leading to exclusion they must appeal by letter to the Vice Principal Curriculum and Quality within 7 working days, setting out why they should not be excluded and including any relevant documentation or evidence.

The Vice Principal Curriculum and Quality will write to the student within five working days to confirm the date and time of the appeals meeting.

The formal appeals meeting is to include the student (and a friend to support but not speak for them), their parent or guardian if under 16, the Head of Programme, any other relevant staff, and the VP Curriculum and Quality who chairs the meeting.

It is important to note that - The appeal hearing does not hear the case again but only takes new evidence and mitigation that was not known at the time of the first hearing. Any reasons why the decision needs to be considered again in the light of new information.

The chair takes decisions based on 'reasonableness'.

The Chair has three options:

1. The Chair may agree with the appeal and let the student return without conditions.
2. or let the student return under conditions
3. or reject the appeal

The Chair will write to the student outlining their decision within 5 working days.

The tutor completing the withdrawal process must ensure that 'exclusion' is highlighted for reason of removal from the college.

12. Returning To College After Exclusion

Students who have been expelled and had their appeals rejected will not be allowed to enrol at college for two years from the date of exclusion. This will be on their record as completed by their tutor. It is only after this timeframe that the student will be considered for any future course enrolment - the decision will be solely at the discretion of the Vice Principal Curriculum and Quality, who may wish to arrange a meeting with the student to hear the reasons for their application. The Vice Principal Curriculum and Quality can allow the student to re enrol, or if they have any concerns remaining, they may refuse the application. In exceptional circumstances, the Vice Principal Curriculum and Quality may consider re-enrolment after a one-year period.

APPENDIX 1

Fitness To Study (Health And Wellbeing) Procedure

1 Introduction

1.1 City of Bristol College is committed to supporting students and recognises the importance of a student's health and wellbeing in relation to his or her academic progression. This Procedure outlines the process to be followed when a student's physical or mental health, wellbeing and/or behaviour affects their ability to cope at College, to study or progress on their course where it poses a risk to the health and safety of self and/or others.

1.2 This process may be applied to any student already enrolled on a programme of study at the College, but not to those at application stage.

1.3 The process should be used after the induction period by academic tutor where there is need for 'reasonable adjustments' to be made to the study programme to support the student.

2. Aims and Objectives:

2.1 The Fitness to Study (Health and Wellbeing) procedure aims to ensure that:

- The best interests of the student are considered in relation to their personal situation, their health, wellbeing and/or any disability they may experience in relation to their ability to study
- Students who are experiencing difficulties in relation to their health, wellbeing and/or disability are supported to address their difficulties at the earliest appropriate point
- Students are supported to make informed decisions
- Teaching and support staff are fully informed and work together to support the student, so that the student has a consistent experience

2.2 The overall objectives of the Procedure are:

- To safeguard and promote the welfare of students, to minimise disruption to their teaching, learning and support, and any disruption to other students.
- To put in place alternative study arrangements where medical conditions arise or worsen resulting in long periods of absence, on a case by case basis.
- To ensure all other courses of action are fully explored before using other College procedures (such as the Disciplinary Process).
- To ensure that there is effective liaison with the student, teaching and support staff, parents or carers and external agencies/professionals to establish the correct Health and Well- Being Action Plan.

- To ensure that all staff are clear as to the programme being followed by the student and are able to contribute.

2.3 Note:

Should there be serious concerns for the safety of a student this process should not be used. Serious concerns will move directly to decision making, in a similar manner to serious breach of conduct in the main disciplinary process. Decisions relating to safety and continuing with study, accessing the College campus or withdrawal can be made by the Designated Safeguarding Lead or an Assistant Principal. These decisions will always be in the best interest of the student and should where possible and appropriate involve external professionals.

3. Stages of the fitness to study (health and wellbeing) procedure

Stages 1-3 sit outside the Disciplinary Process, but run in parallel.

3.1 Stage 1 – Emerging Concerns

3.1.1 Concerns emerge about a student's health, safety and ability to study based on deterioration in physical or mental health or emotional wellbeing.

- It should be made clear to the student that this is a supportive procedure, rather than a disciplinary process
- The Head of Learner Services Assessor or Head of Department (HoD) and personal tutor or study coach/assessor will meet with the student and clearly identify the nature of the concerns and the possible implications for their course of study. The student's parent or carer will be invited to attend.
- Using the Health and Well Being Action Plan, areas of difficulty will be explored. With the student's written permission, advice and information may be sought from external professionals working with them, for example GP or Social Worker.
- The HoLS, HoD and personal tutor/study coach will gain the student's permission to liaise with the student's teachers, and will negotiate with them in terms of possible actions and their impact on the student's studies, and the classroom and the group
- Actions will then be agreed, including a review date.
- The final plan is shared with teaching staff and Head of Department by email and uploaded on to ProMonitor

3.2 Possible actions on the Plan could be:

- Actions to ensure the student keeps up with work
- Revised deadlines agreed with teaching staff
- Additional support sessions or workshops

- Minor timetable changes
- Telephone or email support during periods of non-attendance
- Regular contact to ensure and promote positive emotional well being

3.3 The student should be advised that at the agreed review if there are changes in their circumstances or if the Stage 1 procedure does not address the concerns, their fitness to study may be more widely considered in Stage 2.

3.4 Appropriate teaching and support staff will be advised of the adaptations needed to ensure successful completion and achievement. The Plan will be uploaded as a 'document' on to Pro-Monitor and 'Notes' will state a Plan is in place and it will be emailed to teaching staff and AM.

3.5 The HoD/personal tutor/study coach will review the progress of the student and provide a regular point of contact.

4. Stage 2 – Continuing concerns

4.1 The HoD/personal tutor/study coach will review the initial Health and Well Being Plan with the student, the student's parent or carer will be invited to attend. Actions will be reviewed and the student's progress against these actions considered.

4.2 Views of teaching staff will be sought as to how well it is working.

4.3 If it is considered that the student's health or wellbeing are still impacting on possible achievement, then further consideration will be given to additional or alternative actions.

4.4 Additional or alternative actions could include:

- For those with attendance issues related to health or periods of emotional ill health, an agreement of attendance to ensure the range of subjects are attended
- Possible adjustment to subjects studied
- Management of time and a work plan
- Regular, daily if necessary, contact to ensure support is proactive and student feels secure

4.5 An updated Health and Well Being Plan with additional or revised actions with review dates to be circulated to relevant members of staff and posted on 'documents' on Pro-Monitor.

4.6 The HoD/Assessor/personal tutor/study coach will be responsible for reviewing progress of the student and maintaining regular contact.

4.7 If it is considered that the Plan has been successful then it will be closed and general monitoring will continue through the Additional Learning Support Manager.

5. Stage 3 – Significant Concerns

5.1 Stage 3 can be reached through progression from Stage 1 or 2 or directly in the case of high concerns for the safety and wellbeing of the student and/or others.

5.2 If Stage 2 is not successful, the Safeguarding Officer will review the concerns raised and agree possible outcomes. Information will be gathered from teaching staff, support staff and external professionals as required.

5.3 The outcomes could include:

- The student be advised to take a break in study or part time study
- The student could be advised to drop a subject to allow them to concentrate on achieving stronger grades in the subjects they retain
- A period of working from home or hospital, managed by the HoD/personal tutor/study coach
- A Care Plan may be established by external professionals, which could require a student to interrupt their attendance.

5.4 The HoD/tutor/Safeguarding Officer, if appropriate, will meet with the student to outline the concerns. The student's parent or carer employer will be invited to attend. Teaching staff will be invited if the student feels this is helpful.

5.5 The student and parent or carer should be advised of the preferred options which will always be in the student's best interests. A revised Health and Well Being Action Plan will be produced.

5.6 If an agreed action is to interrupt study, either short or longer term, then a Return to Study Review will take place before the student comes back to College.

5.7 Note: If the learner is an international student and a period of interrupting study is recommended a report in line with UKBA compliance will be required.

6. Stage 4 – Final meeting

If serious concerns for safety are identified this process will not be followed and immediate action may be taken, (see NOTE on page 2)

If it is considered not to be in the interests or safety of the student to continue their study programme, a Stage 4 Meeting will be held with the Assistant Principal along with the Head of Department to explore a Mutually Agreed Termination of the Learning Agreement. An appeal against a decision to leave will be made through the usual appeals process. An outcome of the Stage 4 meeting may be a short term review period however it is usual that a decision will be agreed upon for the student to withdraw from college at this point. In most instances an opportunity to return to study in the future will be agreed.

7. Return to Study

7.1 The HoD/personal tutor/study coach, along with Head of Learner Services will make the decision regarding Return to Study, after consultation takes place with teaching staff. Evidence may be requested to enable a fair and accurate decision in the student's best interests to be made.

7.2 This review will take into consideration the following, and may result in particular conditions to return being set, for example:

- Meeting the medication or support requirements of any Care Plan that has been set
- Communication from GP or consultant
- Regular reviews of progress
- Satisfactorily completing a 'probationary' period

7.3 Where a Return to Study is not deemed as appropriate, the student has the right to challenge this using the existing appeals procedure (appeal to the Vice Principal of Curriculum and Quality).

Health and Well-Being Plan

Name:	ID Number:
Courses:	
Present at meeting:	
Date of meeting:	

Reason for meeting:	Stage:	
Actions previously taken:	By whom?	Outcome?

Health and Well Being Plan Agreed

Actions agreed at meeting	By whom?	By when?	Review date:

I agree to this Plan and that it can be shared with my tutors.

Student signature:

Parent/Carer name/signature:

Date:

Appendix 2

GUIDANCE FOR STAFF

All members of staff have a duty of care to all students

If any member of staff considers that a student is behaving inappropriately or has committed a minor breach, they should take action proportionally to the issue or concern. Any member of staff is allowed to escalate a cause for concern warning based on the severity of the concern and if persistent escalate to the student service team for direction.

On-going training and development will be provided for all staff in relation to the student disciplinary policy and procedures as part of the college Inclusive culture and as is outlines in the student charter.

Note the separate Police Communications Procedure (internal link [here](#)) Policy Procedure (xxxxxx LINK HERE)

It is always important to adhere to the behaviours outlined in the college's student charter and disciplinary policy and procedures, as it is part of the student's progression to work and independence, and their learning experience in college.

Breaches of the policy should be reported to the appropriate personal tutor or study coach /employer in writing as well as verbally. Student identity is known through their ID badges. A refusal to provide information is a major breach of the student charter.

It is essential to record every part of the process on Pro Monitor to ensure accurate records are kept. This is the responsibility of all staff concerned in the particular case.

Appendix 3 - Student Action Plan – Informal Stage - Cause for Concern

Name of Student:

Programme:

Staff member with responsibility for named student:

Date:

Staff comments (Reasons for action plan)		
General actions for student	By date	Date achieved
Actions to promote respect		
Actions to promote ambition		
Actions to promote integrity		
Actions to promote pride		
Actions for named staff (to support the student's targets)		
Restorative practices suggested, offered and agreed		
Who will monitor the plan and when will it be reviewed? (record progress and further actions if necessary)		
Date:		
Staff signature:		

Student's signature:

Appendix 4 - Student Action Plan – Stage 1 Formal Verbal Warning

Name of tutor or training advisor who gave the warning:

Date warning was given:

Name of Student:

Programme:

Tutor or training advisor:

Head of Department:

Date of incident:

Reported by:

Give a brief description of the incident and action taken.

Targets		
Actions to promote respect	Who by?	Review date
Actions to promote ambition		
Actions to promote integrity		
Actions to promote pride		

If the action plan may involve a requirement for additional learning support (ALS) – literacy, numeracy, motivation, behaviour and so on – send a copy of this action plan to the Additional Learning Support Worker.

Student's signature:

Staff signature:

Summary review date:

Outcomes of review:

Copy to: Student and Student's Tutor To
be completed by the designated staff
member responsible for the student

Appendix 5 - Student Action Plan – Stage 1 - Formal Verbal Warning Draft Letter

To be sent to Student and Parent or Guardian (if appropriate)

Record to be kept on student's file on Pro Monitor

< *Date* >

< *Addressee* >

Dear ...

Stage 1 – Formal Verbal Warning

I am writing to inform you that < *name* > has received a verbal warning under the College Disciplinary Policy for < *reason for warning* >.

This is the first stage of our disciplinary procedure and I have enclosed a summary of the warning and the agreed action plan resulting from it.

I believe that < *name* > will work to meet the targets in the action plan and that there will be clear evidence that improvements have been made in a timely manner as agreed by all parties.

However, if < *name* > fails to meet the required targets, the college may have no alternative but to move on to the next stage of the disciplinary procedure, which could result in them having to leave college.

If you wish to discuss this further, please get in touch.

Yours sincerely

< *Designated staff member/Tutor's/Training Advisor's Name* >

< *Title* >

< *Contact Details* >

Enclosed: Student action plan

Appendix 6 - Student Action Plan – Stage 2 Written Warning

Name of Head of Department who gave the warning:

Date the warning was given:

Name of Student:

Programme:

Staff member/tutor or training advisor:

Date of incident:

Reported by:

Give a brief description of the incident and action taken.

Targets		
Actions to promote respect	Who by?	Review date
Actions to promote respect		
Actions to promote ambition		
Actions to promote integrity		
Actions to promote pride		

If the action plan involves a requirement for additional learning support (ALS) – literacy, numeracy, motivation, behaviour and so on – send copy of this action plan to the Learning Support Team Leader.

Student's signature:

Staff signature:

Summary review date:

Programme tutor or teacher leading review:

Outcomes of review:

Copy to: Student/ ALS Tutor & ALS Team Leader and record on personal file on ProMonitor

Appendix 7 - Student Action Plan – Stage 2 Written Warning Letter

< *Date* >

< *Addressee* >

Dear ...

Stage 2 – Written Warning

I am writing to inform you that < *name* > has received a written warning under the college disciplinary policy for < *reason for warning* >.

This is following the verbal warning given on < *date* >. It is regrettable that, < *name* > has not met the agreed targets at that time, so we have now agreed a further action plan

A summary of the warning and the agreed action plan resulting from it is enclosed for your information.

I trust < *name* > will meet the targets in the action plan and that we look forward to seeing the required improvements in a timely way.

However, if < *name* > fails to meet the revised targets, the college may have no alternative but to move on to the next stage of the disciplinary procedure, which could result in them having to leave college.

If you want to discuss this further, please get in touch.

Yours sincerely

< *HoD's Name* >

< *Title* >

< *Contact Details* >

Enclosed: Student action plan

Copy to: Student's personal file on ProMonitor
Parent or guardian (if appropriate)
Head of Additional Learning Support/Tutor/Head of Learner Services

Appendix 8 - Student Action Plan – Stage 3 Code of Conduct Contract or Exclusion

< *Date* >

< *Addressee* >

Dear ...

Stage 3 – Code-of-Conduct Contract or Exclusion

You are invited to attend a meeting to discuss < *summary of suspension/disciplinary issue(s) and date(s) if appropriate* >. This meeting will take place at < *venue* > on < *date & time* >. Please report to reception five minutes before the time of the meeting.

A member of your family, a friend or a representative may support you at the meeting, but they cannot speak for you.

I enclose a copy of the – student disciplinary policy and procedure. I also enclose a copy of the < *insert relevant report/action plan* >, which will be used to guide the agenda of the meeting. You will be given the opportunity to discuss this at the meeting.

If you do not come to the meeting, it will still go ahead and a decision will be made without you being there.

Please contact < *name & contact details* > to confirm whether or not you can attend the case meeting.

Yours sincerely,

< *Head of Sector Name* >

< *Title* >

< *Contact Details* >

Enclosed: Student Disciplinary Policy and Procedure & Report or Action Plan relevant to the meeting

Copy to: Assistant Principal Curriculum
Parent or guardian (if appropriate)
Head of Student Services
Head of Department
Programme tutor, teacher or training advisor

Appendix 9 - Student Action Plan – Stage 3 Code of Conduct Contract

City of Bristol College Code of Conduct Contract

Name of Student:

Date of contract commencement:

Date of end of agreement if successfully completed:

Name of member of staff responsible for supervision of agreement:

This personal contract is between the City of Bristol College and (insert name of individual).

This agreement follows agreement, as part of the college student disciplinary policy and procedure, to enable the named student to address issues outlined in the following headings:

INSERT HERE A LIST OF AGREED REQUIREMENTS FOR CHANGES IN BEHAVIOURS THAT HAVE BEEN AGREED AND ACTIONS WITH INTENDED OUTCOMES CLEARLY WRITTEN IN SMART TARGETS

Student Declaration:

By signing this agreement, I freely of my own accord, agree to commit to fully address the matters outlined in the disciplinary procedure meeting, and to the actions outlined above.

I recognise that this is an opportunity for me to to move forward positively and actively demonstrate, that I can meet or exceed expectations outlined in the student charter and disciplinary policy and procedures. I also recognise that if I do not successfully complete the agreement I may be excluded from the college for up to a two-year period.

Signed by Student

Signed by Assistant Principal

Signed by Staff member responsible for monitoring and reviewing the contract.

Date of Review Meeting

Copy to: Vice Principal Curriculum and Quality
Parent or guardian (if appropriate)
Head of Learner Services
Head of Department
Programme tutor, teacher or training advisor

Appendix 10 – Student Code of Conduct or Exclusion Letter

< *Date* >

< *Addressee* >

Dear < Student Name >

Outcome of Stage-3 Student Disciplinary Meeting

This is to inform you that the outcome and conclusion of the disciplinary meeting held on < *date* > was as follows.

INSERT OUTCOME EITHER

1. **No case to answer** (in which case the letter will end with a sentence stating that the student is to be reinstated)

2. **Code of Conduct Contract Agreement.** In this case the letter will include a sentence to say that the student agreed to an agreed contract and this is attached for information. It will also say when the review will be completed and how this will be communicated by letter. It will also state that if you do not keep to the code-of-conduct contract, you will have to leave the college. We look forward to seeing you take responsibility for your actions and respond in a positive way. Your success is important to us. However, there must be an equal partnership and commitment from you.

3. **Exclusion from College** The letter will state that the decision was taken that the student is excluded from the college (INSERT REASONS FOR DECISION) There is an appeal process should you wish and the process is detailed in the attached Disciplinary Policy and Procedures attached for your information. It will also state that it is with regret that the college has had to take this decision but wishes (name) well in their next steps.

If you wish to discuss this further, please do contact me

Yours sincerely

Name of Vice Principal Curriculum and Quality

< *Title* >

< *Contact Details* >

Enclosed: Code-of-conduct contract
Student Disciplinary Policy

Copy to:

Student's personal file
Parent or guardian (if appropriate)
Head of Learner Services
Head of Department
Programme tutor, teacher or training advisor

Copy on the personal file on Premonitory

Appendix 11 Letter to parents / guardians of students aged 16-18 regarding the Probationary Period at City of Bristol College

Addressee>

<Date>

Re: Probationary period for all students at City of Bristol College

Dear Parents/Guardians

City of Bristol College runs a probation procedure for all students during the first six weeks of their programme. The probationary period includes a full induction to the college, including teaching and assessment planning, student support services, and behaviour and study expectations. Students will also receive specific targets relating to their programme of study to be met within the first six weeks.

During this period, all students will need to meet college expectations in relation to attendance, attitude, punctuality, aptitude and performance to ensure they have the behaviours for learning necessary to succeed on their chosen programme of study. In addition, to pass the probationary period the materials fee will need to be paid in full amount or else evidence of an arranged bursary or instalment plan must be provided.

Failure to meet the criteria could result in removal from their programme of study. If this transpires, students will receive individual guidance regarding alternative study pathways and options.

Progression to the next year of the programme will be based on end of course achievement, including achievement of English and Maths qualifications where these form part of the programme of study, alongside a student's attendance, attitude and disciplinary record. Progression to the next level is not automatic.

Yours faithfully,
Head of Department

Appendix 12 Probationary 6 Week Targets

<Addressee>

<Date>

Re: Probationary 6 Week Targets

Dear Student,

As discussed during your Induction, here are the initial targets to be met during your first six weeks of study. Please remember we are here to support you during this stage of your education and that if you have any worries do not hesitate to talk to any member of college staff.

Department Six Week Targets - Deadline DD/MM/YY

College rules were shared with you during the induction period regarding **appropriate behaviour** during your studies at CoBC. This includes wearing their ID badge/lanyard at all times, not using a mobile phone during class unless directed to do so and showing respect at all times towards staff and other students. You need to sign and return the **Learning Agreement** and **Code of Conduct form** before **DD/MM/YY**.

The full probation criteria include the following and will be discussed in the probation 1-1 review:

- Attendance in all aspects of your study programme, inclusive of Maths and English, meeting the college target of 94%
- Punctuality meeting the college target (100%)
- Payment of course, material fees and payment for DBS (if applicable) in full or evidence of arrangement of a bursary or instalment plan
- Successful completion of the department induction criteria to include securing of work placement if applicable
- Successful completion of academic and practical assessments
- Behaviour
- Commitment on course

Your tutor will be reviewing your progress throughout this time, **all targets must be met by DD/MM/YY in order to remain on the course.** Should there be any concerns there will be a meeting to discuss any matters before this deadline.

Yours sincerely,

Head of Department