



South Staffordshire College

Learner ABC Standards
(Attendance, Behaviour and Commitment)
Learner Conduct Policy and Procedure

Reference: Version	V3
Owner:	Head of Quality Improvement
Date approved by ELT:	August 2022
Next Review Date:	August 2024

This Staff policy contains information that outlines our aims. However, there may be times when we cannot meet these obligations. We are committed to act in a fair and reasonable way. We will review policies each year and the Equality Assessment every three years.

Learner ABC Standards (Attendance, Behaviour and Commitment), Learner Conduct Policy and Procedure

1. Policy and Procedure Statement

- 1.1. Our vision is to deliver a well-planned curriculum that is ambitious and designed to give all learners the knowledge, skills, and behaviours they need to succeed in life, future learning, and employment. We believe that the connection between very good attendance and punctuality, positive behaviour, and a strong commitment to learning will result in high achievement, progression, and enhanced employability skills.
- 1.2. Our expectation is that all learners will conduct themselves in a manner compatible with a respectful and tolerant environment. This includes compliance with the Equality Act 2010 and the Prevent Duty incumbent upon the College to promote British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. We expect our learners to be attend all scheduled classes; including scheduled trips and visits, work placement and work experience; to proactively engage in remote learning sessions and to meet all assessment deadlines.
- 1.3. To track and monitor learner performance and behaviour, the College records all relevant information on ProMonitor and expects that all learners access their information through ProPortal. This will enable learners to monitor attendance and punctuality, monitor academic performance against their target grades and review their SMARTER targets to ensure that they are on track and making good progress. All interventions relating to conduct and behaviour will be logged on ProMonitor and reviewed by the Personal Tutor.

2. Policy and Procedure Objectives

- 2.1. To outline the guiding principles of the College's ABC standards and conduct procedure.
- 2.2. To identify the expected standards of behaviour for learners at South Staffordshire College and to promote a culture that reinforces positive learner behaviour.
- 2.3. To set out the stages of the College Learner Conduct Procedure and to outline sanctions which may be applied as part of the Learner Conduct Procedure.

3. Scope

- 3.1. The scope of this procedure covers all procedures and processes of the College relating to the promotion of good learner conduct as well as challenging and handling inappropriate learner behaviour.
- 3.2. This procedure applies to all learners and staff; and governors, clients and partners with whom we work to deliver services, including those aged 16-18,

adults aged over 18, those aged under 16 and apprentices. In the case of school age learners, the College will liaise as appropriate with the learner's school to discuss any conduct concerns and their resolution. In the case of apprentices, the College will judge whether it is necessary to inform the learner's employer about any conduct concerns, although any issues necessitating police involvement would automatically lead to a report to the employer.

3.3. This procedure applies in the following instances:

- When on College premises both in and out of class.
- When attending a College organised trip, visit, placement or event.
- When behaviour outside of the College has a detrimental impact on other learners at the College e.g. breaking the rules of the E-Safety/bullying and harassment

3.4. This procedure does not seek to replace standard classroom management. Staff should seek advice from the Curriculum Manager or Director of Faculty as appropriate in any queries about the implementation of this procedure.

4. Principles

4.1. The College expects that **all members of staff** will work with learners, Personal Tutors, Progress Coaches and Mentors to resolve poor performance or minor issues informally before a warning regarding conduct is considered. However, any conduct that could be considered as Gross Misconduct or a serious breach of the Learner Agreement will be dealt with by moving directly to stage 3 or 4 of this Procedure.

4.2. **All members of staff** have a responsibility, and in some cases a legal duty (for instance concerns arising from safeguarding issues or linked to the 'Prevent' agenda), to report concerns regarding student safety, behaviour or conduct. In most cases, concerns are to be made known to the student's Personal Tutor except where a safeguarding or 'Prevent' issue is suspected (see Safeguarding Policy for further guidance).

4.3. The stages of the Learner Conduct procedure are designed to be supportive of student retention rather than punitive but do detail processes which can lead to a student being excluded from the College.

4.4. Any records of interventions or concerns must be kept by the Personal Tutor using ProMonitor. Each record is essential evidence for any subsequent stages of the procedure.

5. ABC standards (Attendance, Behaviour and Commitment)

The ABC procedure sets out our expectations and how we will support our learners meet our professional standards.

ABC Standards	
Attendance:	Attend all timetabled sessions including vocational sessions, maths and English, tutorial, e-learning sessions, catch-up workshops, scheduled 1:1 meeting, additional support appointments and educational trips and visits (If and when it is safe to do so). There should be no unauthorised absences.
Behaviour:	Behave with respect and consideration for others, upholding the college commitment to fundamental British values and equality of opportunity and recognising the primary function of the College as a learning environment.
Commitment	To develop and always maintain professional standards of behaviour. To be punctual and ready to learn for all planned sessions and activities. Complete all pieces of work to agreed deadlines and to a good standard and show commitment to the ethos of the college. To have a positive attitude towards learning, and a readiness to learn.

5.1. Our Promise to learners

1. Planned Learning:

All sessions will be planned to ensure that learners get the correct knowledge and skills to succeed.

2. Engagement:

Staff will ensure learners have the opportunity to become actively engaged in every session.

3. Personalisation:

We recognise our learners as individuals and will ensure that they are treated as such, with specific work prepared to meet their needs.

4. Challenge:

Through regular assessment, learning will be adapted to ensure that we are constantly stretching and developing learners.

5. Feedback:

We promise to offer feedback in a variety of forms, both written and verbally to ensure that learners always understand how well they are doing and how they can improve. Marked work will be returned to learners within 10 working days.

6. Maths and English:

Maths and English plays an integral role in all that we do. We recognise the importance of these subjects in the modern world of work and promise to help learners develop skills in these subjects.

7. Learning Space

We will ensure that every area for learning is tidy, structured, informative, and supports effective teaching and learning.

5.2. Learner standards

The following standards apply to all learners:

Attendance and Punctuality Standards

Attendance Standards

We expect learners to attend **ALL** timetabled sessions including vocational sessions, maths and/or English sessions, catch-up sessions, tutorials and scheduled 1:1 meeting, additional support appointments, and off-site trips and visits. There should be no unauthorised absences.

- i. An excellent standard is a 92%+ attendance rate
- ii. A good standard is 90-92%
- iii. A satisfactory standard is 89-90%
- iv. A poor standard is less than 88%
- v. Attendance below 80% without authorised absence is considered misconduct (stage 1).

Authorised Absence

The College accepts that there will be occasions when absence can be authorised and recorded in the register as authorised absence. Examples are as follows:

- A medical or similar appointment notified in advance, or a genuine emergency cannot normally be arranged outside College hours
- Regular appointments with a counsellor or social worker
- Reported absence through illness with a medical certificate or care plan documented by the College
- A religious holiday provided that this has been agreed in advance with the Course Tutor (a maximum of 1 day per recognised festival is allowed)
- A visit to a university to attend an open day or interview or a career related interview
- A special external activity such as participating in drama, music, sport or volunteering if agreed in advance with the Course Tutor
- Attendance at a probation or court meeting
- Attendance at a funeral of a close friend/family member
- A practical driving test (but not a driving theory test or driving lesson)
- Caring responsibilities that have been agreed with the course tutor in advance
- Where a flexible timetable has been arranged
- Attendance at interviews for Work Experience as part of the Study Programme

Evidence of the above, where available and appropriate, will need to be shared with course tutors.

Unauthorised Absences

The following reasons are NOT acceptable and should be recorded as an unauthorised absence. If a Course Tutor requires further guidance, liaise with a Curriculum Manager, Director of Faculty or Head of Apprenticeships as to what can be authorized:

- Holidays
- Routine dentist or optician appointment
- Work, either part or full – time (with the exception of Apprentices)
- Non college leisure activities
- Birthdays or similar celebrations
- Babysitting or looking after brothers and sisters
- Shopping
- Driving lessons
- Any absence where agreement has not been sought or obtained from the Course Tutor or Mentor

The learner, parent or guardian must notify the appropriate hub team in order for any absence to be considered as authorised. This must take place no later than the day before the absence except in the case of a genuine emergency.

Punctuality standards

Poor punctuality is identified as a learner attending late on three or more occasions in one half term. Lateness after breaks is inexcusable and the College regards this as disruptive behaviour. Ongoing poor punctuality should be logged initially through the Early Intervention stage of the procedure.

All late arrivals should be recorded on the class register

Actions to support Attendance and Punctuality

- Staff will outline the expectations of attendance and punctuality at interview/guidance sessions with learners and check references for information on attendance and punctuality.
- Induction activities to clearly outline the expectations of Attendance and Punctuality procedures through the *ABC Initiative*.
- Our expectations for attendance and punctuality will be clearly set out in the group contract.
- All instances of learner absence, lateness or early departure must be recorded on electronic registers.
- Where reasons for absence are known they must be **logged on ProMonitor**
- Help and support should be provided for learners during tutorials, in planning and organising their time to establish priorities and identify the time required for learning activities.
- The inclusion of Programme Leaders, progression coaches and Mentors can further support the importance of attendance and punctuality using action plans.

- When learners fail to attend without notification, the teacher of the lesson will contact the course tutor who will contact the parent or career, this can be supported by progression coaches where learners are 'at risk'.
- Attendance and punctuality will be reviewed with learners in their personal tutorial sessions. They will be given appropriate guidance and will be set targets for improvement where needed. Alternatively, learners will be praised for good attendance and punctuality.
- Each learner is responsible for catching up on any work they have missed because of absence, this will be coordinated by the group tutor and / or progression coach. Learners may be required to attend additional booster sessions outside normal College hours if attendance or punctuality are not satisfactory.
- Regular review of each individual learner during ASPIRE meetings will be conducted to support those learners at-risk. This includes a focus on attendance during **English and maths** in addition to the main programme.

Behaviour and conduct

In addition to our high expectations for attendance and punctuality, learners are expected to behave with respect and consideration for others upholding the College commitment to equal opportunities and fundamental British values.

- We expect learners to be **READY** to learn by attending lessons with a positive attitude to learning.
- We expect learners to behave in a way that shows **RESPECT** for others and the environment by doing the right thing, being kind, caring, honest and trustworthy.
- We promise to offer an environment that is **SAFE** and caring with clear systems in place should learners need to discuss and report anything that may be challenging their feelings of safety. We expect all learners to follow our expectations around personal safety and will report any safeguarding concerns in line with current legislation.
- To follow health, safety and security procedures at all times including the requirement to wear ID badges on campus.
- Following College rules and learner code of conduct in every session, on campus and during educational trips, visits and placements.
- Treating others with respect and forming effective working relationships with others.
- Following instructions in class and on campus, adhering to Health and Safety protocols, and engaging positively in all learning activities.
- To positively engage in work experience and placements adhering to health and safety procedures.
- We will support all learners to stay safe online as part of our tutorial process. Where learners do not meet the expectation, we will invoke the learner conduct procedure.
- Follow the guidance on the use of mobile phones and music which is outlined in appendix C.

Actions to support learner behaviour and conduct:

- Staff will outline the expectations of behaviour and conduct at interview/guidance sessions with learners and check references for information on behaviour and conduct.
- Induction activities to clearly outline the expectations of behaviour and conduct through the *ABC Initiative*.
- All groups will have a 'group contract' which will set out expectations for learners and will be adhered to by all staff to ensure a consistent approach to behaviour management.
- **All instances** of learner misconduct (including early intervention) will be logged on ProMonitor in accordance with the Learner Conduct Procedure.
- Conduct and behaviour will be reviewed with learners in their personal tutorial sessions where appropriate guidance, intervention and targets will be set to support improvement.

Commitment to learning

- To demonstrate a positive attitude and approach to learning.
- Being prepared for learning by having the correct uniform, equipment and learning materials for all classes including practical sessions.
- To complete all assessments in accordance with set deadlines.
- Taking increasing responsibility for learning through proactive engagement in 1:1 tutorial reviews and timely achievement of personalised SMART targets.
- Demonstrating a high level of resilience and/or accessing College support where required.
- To attend stretch, challenge, and catch-up sessions where appropriate.
- Showing high level of perseverance and personal commitment to learning throughout the academic year.

Actions to support commitment to learning

- The actions to support commitment to learning are set out in our promise to learners.
- Additionally, learners will receive pastoral care from tutors, progression coaches and mentors where required.

6. Promoting behaviour

- 6.1. The College believes that it is important to celebrate learner progress and achievement and acknowledging positive behaviour is central to our approach to promoting good behaviour and positive relationships. Learners who achieve the expected standards have an opportunity to achieve certificates and rewards for their achievements.

- 6.2. Curriculum teams and course tutors will nominate learners from area / every half-term for a Team Award. These learners will have demonstrated a high standard of achievement and commitment to their course, or they could have made the most significant improvement. At the end of term all nominated learners will have an opportunity to be selected as the Faculty Student of the term where they will receive a certificate or reward for their achievement.

7. Support and intervention

- 7.1. Curriculum Managers and Directors of Faculty will monitor the performance of learners against the ABC standards and will support staff in applying the standards and procedure in a consistent and fair manner. Where learners are at risk, staff are required to follow the Learners at Risk Procedure.

8. Learner conduct procedure

- 8.1. The College will provide learners with guidance and support to enable learners to achieve the ABC standards of behaviour. However, where behaviour falls repeatedly below the expected standards, the learner Conduct procedure will be invoked.

Conduct Procedure- Learner Misconduct Stages

It is an expectation that, any behaviour that falls below the ABC standards set out within this procedure, will be managed in accordance with learner misconduct stages outlined below, including any low-level disruption which may escalate if left unaddressed.

There are **four** learner misconduct stages: -

1. Early Intervention (Informal)
2. Stage 1 (Cause for Concern)
3. Stage 2 (Misconduct Meeting)
4. Stage 3 (Formal Conduct Hearing)

All stages must be logged on ProMonitor.

A flowchart that shows each of the learner misconduct stages is attached at Appendix A. If a learner has an Education, Health and Care Plan (EHCP), the Additional Learning Support (ALS) team will be invited to attend and/or contribute at each stage of the process. Furthermore, if any misconduct involves a Looked After Child (LAC), the appropriate mentor will be invited to attend.

Early Intervention Stage (Informal)

The Early Intervention stage should be seen as a preventative measure and used to support learners before invoking the formal stages of the learner conduct procedure.

Staff should try and address learner conduct issues as early as possible by setting clear expectations for attendance, punctuality and behaviour, effective classroom management, clear target setting and tracking of learner progress (during induction, and through the group contract). Many conduct issues can be addressed before the formal stages through one-to-one discussions with learners in a tutorial or at the end of a class or, where appropriate, through contact with parents/carers of those aged under 18.

Early Intervention discussions and any agreed targets should still be logged on Promonitor by the course tutor.

It is possible that a learner may have Early Intervention meetings throughout the academic year to support them to achieve our expected standards of behaviour. However, if they fail to adhere any agreed actions / targets set out in the early intervention action plan, they will move to stage 1 of the procedure.

Stage 1 – Cause for Concern – Formal Verbal Warning & Action Plan (Course Tutor)

Early intervention action plan not achieved.

Any member of staff or employer may have a cause for concern regarding a learner's behaviour, for example failing to meet the ABC standards due to poor attendance and/or punctuality, persistence disruptive low-level behaviour, inappropriate language or not handing work in at an agreed time. This concern will be raised with the course tutor who will discuss the issue formally and verbally with the learner and record the meeting on ProMonitor with an action plan to support the learner to improve. Parents/carers of those aged under 18 or vulnerable adults aged 18 or over will be notified in writing by the course tutor.

Stage 2 – Misconduct Meeting – Formal Written Warning & Action Plan (Course Tutor, Curriculum Manager and Parent Carer Invited)

Where misconduct is repeated, previous action plan not met or conduct is considered to warrant a more formal intervention, the course tutor will invite the learner to a misconduct meeting at the College with the Curriculum Manager. Parents/carers of those aged under 18 or a vulnerable adult aged 18 or over will be notified in writing and also invited to attend this meeting.

The course tutor will ensure that the cause for concern and outcomes are recorded in ProMonitor. The meeting will usually take place within 5 days of the cause for concern being raised, or otherwise at the earliest possible opportunity.

Examples of behaviour that could warrant a written warning at this stage include:

- Misconduct of a more serious nature or where similar conduct has been repeated.
- Failure to follow the reasonable instructions by a staff member.
- Persistent lateness or unauthorised absence from classes.
- Any bullying, harassment or intimidation of others (this could also be straight to a stage 3 if serious).

- Verbal abuse.
- Disrupting any classes, learning or development activities.
- Smoking (including e-cigarettes) outside designated areas.
- Unacceptable behaviour that affects the neighbours of the College.
- Misconduct whilst using the college transport system, including distracting the driver, smoking or use of e-cigarettes.
- Harassment and/or intimidation of other staff or visitors (this could also be straight to a stage 3 if serious).
- Plagiarism - copying another person's ideas, **words** or writing and pretending that they are one's own work, including violating copyright laws.
- Inappropriate use of social media to cause embarrassment, harm or undue distress to others (this could also be straight to a stage 3 if serious).

This is not an exhaustive list and the College reserves the right to address behaviour, which is judged to be disrespectful, harmful or dangerous.

The outcome of the misconduct meeting may be a written warning and an agreed action plan to address the misconduct issues that have been identified. The action plan will be agreed with the course tutor, the learner, and parents/carers of those under the age of 18 or of a vulnerable adult aged 18 or over.

The format of the action plan to be used is shown at **Appendix B**. The action plan will be monitored by the course tutor and if the misconduct issues have been addressed, no further action will be taken with the learner. However, noncompliance with the action plan may result in the learner being issued with a revised Action Plan or move to a stage 3 conduct hearing. **All action plans must be uploaded to ProMonitor by the course tutor.**

In exceptional circumstances, if the information about misconduct presented during a stage 2 misconduct meeting is even more serious than first thought, the Curriculum Manager reserves the right to suspend the meeting and to notify the learner that they are being suspended pending a stage 3 conduct hearing. The learner's parents/carers will be informed of the suspension and agree how the learner will safely depart from the College and reach home. The parents/carers will then be invited, as per the stage 3 learner conduct process, to attend a scheduled hearing with their son/daughter.

The learner may be accompanied in stage 2 meetings by a mentor and/or other supportive College adult. Parents/carers of learners aged under 18 or a vulnerable adult aged 18 or over will also be invited to attend stage 3 hearings. If a learner has an EHCP, the ALS team will also be invited to attend.

Stage 3 – Formal Conduct Hearing - Risk of Exclusion and Action Plan created where no Exclusion (Director of Faculty and Course Tutor and Parent/Carer invited)

Where the misconduct at stage 2 is repeated, previous action plan not met or considered to warrant a more formal intervention, the Curriculum Manager will seek permission from a Director of Faculty or Head of Apprenticeships to suspend

the learner from attending college and will oversee that s/he be invited to a formal conduct hearing, which will be chaired by the Director of Faculty or Head of Apprenticeships. Appropriate staff will be invited to attend or send their contributions if they are unable to be present. In exceptional circumstances, any Assistant Principal can chair a stage 3 formal conduct hearing due to the nature of behaviour or availability of relevant staff.

Parents/carers of those aged under 18 or a vulnerable adult aged 18 or over will also be notified in writing of the hearing and invited to attend. The course tutor will ensure that this is recorded in ProMonitor. The hearing will usually take place within 5 days of the cause for concern being raised, or otherwise at the earliest possible opportunity. Pending the hearing, the Course Tutor will seek to provide the learner with guidance on learning that they can undertake whilst suspended from the College.

Examples of behaviour at this stage include, but are not limited to the following:

- Inappropriate, disrespectful, dangerous, harmful or criminal behaviours
- Any form of physical abuse or violence (actual or threatened)
- Causing damage to any College buildings, transport, furnishings, equipment, books or the property of others, either through negligence or a deliberate act
- Any behaviour which has an adverse effect on the work of the College, including damaging or interfering with the buildings, College vehicles or equipment
- Sexually offensive behaviour
- Racially offensive behaviour
- Any behaviour offensive to those with a learning difficulty or disability
- Any criminal or dishonest acts
- Dangerous or inconsiderate driving, including speeding, on College premises
- Any behaviour which could bring the College into disrepute
- Any unauthorised interference with software or data belonging to or used by the College
- Appearing to be under the influence of alcohol or drugs
- Possession with the intent to supply illegal drugs or banned illegal substances on College premises
- Any other behaviour which is unreasonable and offends other members of the College community, including visitors, learners and staff
- Excessive misuse of social media to bring the College into disrepute
- Bringing deadly weapons onto College premises

The learner may be accompanied in stage 3 meetings by a mentor and/or other supportive College adult. Parents/carers of learners aged under 18 or a vulnerable adult aged 18 or over will also be invited to attend stage 3 hearings. If a learner has an EHCP, the ALS team will also be invited to attend.

A stage 3 conduct hearing may result in:

1. A written action plan for the learner to improve their conduct within an agreed timeframe. This will be monitored by the Curriculum Manager and

Director of Faculty / Apprenticeships. The format of the action plan to be used is shown at **Appendix B**.

2. A suspension with action plan if the absence of the learner is required before commencing studies.
3. Alternative provision identified to the learner if the current curriculum offer does not meet their needs.
4. Permanent exclusion from the College if it is judged that the misconduct has been sufficiently severe to warrant it, or that the learner appears unwilling or incapable of altering their behaviour at College for the foreseeable future. **The learner will then be notified of their formal exclusion within 5 working days of the misconduct hearing.**

If the misconduct issues identified in the action plan have been addressed, no further action will be taken with the learner. However, noncompliance with the action plan at stage 3 may result in permanent exclusion from the College.

Any learner **formally excluded** from the College will have this result recorded in their details on the College MIS system. If a further course application is made at a later date the Assistant Principal - Learner Services will oversee an assessment as to whether it would be right or proper for the learner to be admitted to the College.

Operation of stage 2 meetings and stage 3 hearings

The staff member leading a stage 2 or stage 3 meeting will ensure that the learner has every opportunity to speak to state their case, including details of any mitigating factors, and will be invited to ask questions or raise objections at appropriate intervals.

The Chair of a stage 2 or stage 3 meeting reserves the right to exclude from the proceedings any person, including the learner and/or their parent/carer or supporter in attendance, who behaves unreasonably. The meeting will continue, with a final decision made on the alleged misconduct, even if the learner is absent from the remainder of the meeting.

If a learner is unable to attend a misconduct meeting or a conduct hearing for genuine reasons, the College will seek to reschedule the meeting on a date, time and location which is mutually convenient to the College and the learner. If the reason for a rescheduling request is judged to be unreasonable, or if the learner fails to attend the rescheduled meeting, the meeting may go ahead in his/her absence, with a decision on the alleged misconduct reached in their absence.

Duration and recording of misconduct and outcomes

The decisions and action plans emanating from misconduct hearings will continue to apply to the learner in consecutive years unless conduct issues have been addressed. For example, a learner on a misconduct action plan agreed in May of

one year will continue to have that plan applied to them if they return in the next academic year on any course or programme funded by the College.

Use of Reasonable Force

- i. In recognition of the duty we have as a College to ensure the safety of our learners, staff and visitors, it may be necessary for a member of the College community, including a staff member, to use reasonable force when the behaviour of a child or vulnerable adult is so challenging and dangerous that there appears to be no alternative but to use reasonable force in order to protect someone from injury or to protect life.
- ii. Reasonable force should never involve using more force than is necessary to regain control of a situation. It should be used as a last resort and should always be reasonable, proportionate, and always in the best interests of the child or vulnerable adult. Examples include guiding a learner to safety by the arm or the more extreme example of breaking up a fight where a learner needs to be restrained to prevent violence or injury.
- iii. There is no legal definition of 'reasonable force'. Assessments of what is reasonable and when are matters of judgement and depend upon the precise circumstances of individual cases. Prevention of injury, violence or aggression should be the primary aim, thus avoiding the need to use any force wherever possible:
 - 'Restraint' can include holding a learner back physically to bring them under control if they are about to injure or are in the throes of injuring someone.
 - 'Control' in a situation can include passive physical contact such as standing between learners or blocking a learner's path, or active physical contact such as leading a learner by the arm out of the classroom.
 - Staff can minimise the likelihood of situations occurring which might require the last resort of reasonable force by promoting a calm, orderly and supportive environment.
 - Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not be possible.
 - Staff should avoid touching or restraining a learner in a way that could be interpreted as sexually inappropriate conduct.

The decision on whether to use reasonable force or not is down to the individual professional judgement of the staff member. A member of the College safeguarding team should always be notified immediately after such an incident.

9. Right to appeal

Learners have the right to appeal the outcome of a misconduct meeting / hearing.

- At stage 1 this appeal should go to the Curriculum Manager

- At stage 2 this should go to the relevant Director of Faculty
- At stage 3 this should go to the relevant Assistant Principal or the Deputy Chief Executive if the stage 3 was issued by an Assistant Principal

Appeals must be in writing (email or letter) and be sent to the relevant person within 7 working days of being issued with a warning or attending a misconduct hearing.

This policy does not cover every eventuality that may occur in the future and decisions to incorporate certain acts or behaviours will be subject to the evidence available and impact on others. In exceptional circumstances, the Chief Executive and Principal has the decision-making power to waive the right to appeal based on the nature of offence committed.

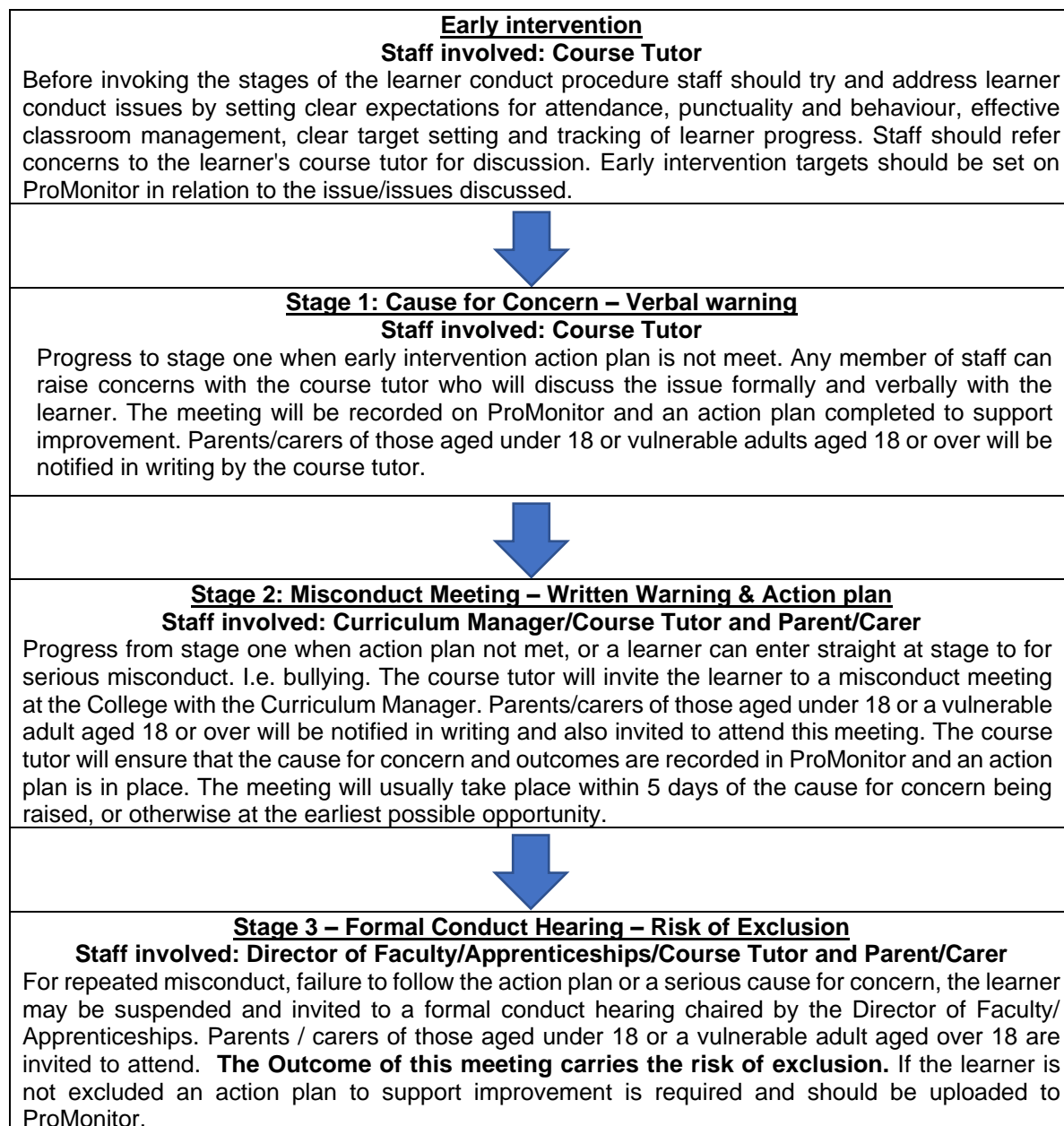
10. Linked policies and procedures

- Equality & Diversity Policy
- Learner Attendance and Punctuality Procedure
- E-Safety Policy
- Child Protection, Safeguarding and Prevent Policy
- Comments, Compliments & Complaints Policy
- Health & Safety Policy
- Mental Health Strategy

11. Monitoring, Review and Responsibility

- 11.1 This Policy and Procedure will be reviewed by the Assistant Principal Curriculum and Quality every two years.

Appendix A – Learner Conduct Flowchart



Appendix B – Learner ABC Action Plan -2022/23

South Staffordshire College

Learner Name	Programme	Course Tutor
Summary of conduct issue(s) requiring improvement		

Please ensure all dates are set during your initial meeting - weekly reviews are required

Initial Meeting Date	Review Date 1	Review Date 2	Review Date 3
Review Date 4	Review Date 5	Review Date 6	

Development Points	Date Set	Actions to be taken	Overall responsibility for each action	Target completion date	Intended outcome / measure	Evidence

Following each review meeting please comment on progress against targets/actions, if any further targets are required please add them to the table above

Review Type	Actual review date	Comment on progress
Review 1		

Review 2		
Review 3		
Review 4		
Review 5		
Final Review		

Outcome of Action Plan	Please Tick	Action
Required Improvement Achieved		No further action required.
Required Improvement Partially Achieved		Action Plan extended until -
Required Improvement Not Achieved		DoF intervention meeting to be held to decide if another Action Plan is to be issued or proceed to stage 3, if this was a stage 3 action plan, the DoF can exclude the learner.

Learner Signature	Date	Reviewing Manager Signature	Date

Appendix C - Guidance on the use of mobile phones/devices and Music in college

Mobile phones

Mobile phones/devices are a great way of keeping in touch with friends and family and are an important part of all our lives. The temptation may be to be constantly checking our phones because we do not want to miss out on what is going on. However, in a work environment this would not be acceptable, regardless of the job you are doing. We want to model the workplace as much as we can and as such, we have certain expectations (rules) about the use of mobile phones in workshops, classrooms, and any other teaching space. In some cases, this is because it is not safe for you to be using a mobile phone whilst in a workshop or kitchen – you might get distracted resulting accidents and injuries. In other cases, it is because it shows that you are not giving our tutors and peers your full attention, and this does not meet our expectations around respect.

We trust all our students to use their mobile phones/devices in line with our expectations, however, you may be asked to put your mobile somewhere else if you cannot or won't meet our expectations.

These are our expectations:

- Please turn your mobile to silent and put it in a bag or a coat pocket whilst in a teaching space. In workshop spaces, salons, and kitchens you may be asked to leave your mobile phone in your bag.
- Sometimes we might use mobile phones as part of a lesson. If this is the case a member of staff will ask you to get your mobile phone out and provide instructions as to the activity. They will trust you to only use your mobile phone for this activity and to put it back in your bag when the activity is completed.
- You may also be able to use laptops and tablets in class, please use them for learning only.
- If you are expecting an urgent call for example from a Dr. please let your tutor know you are expecting such a call so you will need to turn your phone to silent or vibrate, this can be on the desk next to you but should only be used to receive the expected call.

Our tutors and staff will model the behaviour we expect they will not use their own mobile phones in lessons unless it is part of their teaching activity.

Music

Music is a very important part of all our lives; it helps us relax and can sometimes help us make friends. Smaller and blue tooth speakers mean that we can all listen to our music wherever we like. However, in a big college with 100s of people, if we all brought a speaker and played our music loudly it could cause upset. Because of this we ask that you only listen to your music through in-ear or other types of headphones, **only using speakers where appropriate**. In some cases, you may be allowed to listen to music through headphones in class, in some cases this might be to help you with concentration or because we have agreed this as part of a support plan. This must be with the agreement of the tutor. However, this will only be during times of self-study and not when you are expected to be working in a group or listening to a tutor.