

BEHAVIOUR MANAGEMENT POLICY

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BEHAVIOUR MANAGEMENT POLICY

1. Purpose

- 1.1 Wyke Sixth Form College is a learning community with one aim; enabling young adults to evolve and develop academically, socially and morally in a supportive, mutually respectful and inspiring atmosphere. Communities function best when there are clear expectations, so this policy will make clear which behaviours are expected of our community members, and what happens when they are not seen. It also makes clear the roles and responsibilities of different members of the College community in achieving this overarching aim.
- 1.2 These procedures apply to full-time and part-time students of the College when they are at the College, in the vicinity of the College, and when they are travelling to and from the College on College transport, or on a College organised trip, placement or event. They also apply when behaviour outside of the College has a detrimental impact on others from the College or **causes the College reputational damage.**

2. Aims and Principles

2.1 The aims of the policy are:

- To ensure a clear and consistent shared understanding of the expectations and responsibilities of all members of the college community.
- To encourage students to develop a sense of responsibility for themselves and others and understand the consequences of their actions.
- To create a positive and inspiring learning environment in which all members of the community feel safe and valued.
- To focus on positive behaviours for learning to ensure that the value of achievement is prioritised over the consequence of poor choices.
- To help and encourage students to achieve and maintain acceptable standards of behaviour, conduct and academic performance.
- To ensure consistent and fair treatment in relation to disciplinary interventions.

2.2 Principles

- The College behaviour management system will be applied across the college, with progress tutors maintaining overview of students' study programmes.
- Sanctions come as a result of choices; consequences of poor choices will be made clear so that if they occur, they will come as no surprise.
- Mutual respect is the cornerstone of our community. Therefore, when it becomes necessary to implement sanctions, they will be done so fairly, and in accordance with procedure.
- We are a community of adults, and in our interactions, all members of the college community should model the behaviours we would expect to see in others. This means confrontation is to be avoided, and empathy demonstrated.

3. Roles and Responsibilities

3.1 The Corporation will:

- Provide clear advice and guidance, which feeds directly into the behaviour policy, this will help members of staff better understand the extent of their powers and how to use them. It will also help ensure that staff can be confident of the governing body's support if they follow that guidance.
- Safeguard and promote the welfare of all students.

3.2 The Principal, Senior Leadership Team and College Leadership Team will:

- Model the behaviour you want to see from students.
- Ensure that CMG members are a visible presence around the college and challenge instances of misconduct.
- Make the College a good place to learn.

3.3 Teaching and Support Staff will:

- Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones.
- Ensure that staff praise good behaviour and work.
- Ensure that staff are aware of the special needs requirements of the students they support.
- Praise the behaviour you want to see more of.
- Praise students doing the right thing more than criticising those who are doing the wrong thing.
- Conduct themselves professionally.
- Follow the College Behaviour Management Policy.
- Provide access to advice, information and counselling on educational, personal development, behavioural and welfare matters.
- Challenge students whose behaviour or conduct falls below the standard expected at the college.

3.4 Parents/carers will:

- Read the behaviour policy
- Support the college in promoting and upholding the behaviour policy

3.5 Students will:

- Be responsible for their progress in learning, and respect everyone in the College community.
- Be responsible for their learning and their work
- Complete the work that they are set in the time agreed
- Attend all lessons and meet all the commitments of their timetable
- Keep to the agreements and contracts that they sign
- Treat people with respect
- Be punctual
- Be co-operative and courteous
- Maintain the good name of the College

- Be responsible for the safety of themselves and others to the dangers of extremism
- Respect everyone, regardless of differences in culture, race, social class, religion, sex, sexual orientation, age, ability or disability.

3.6 Record Keeping

All concerns, discussions and decisions made about student behaviour and the reasons for those decisions will be recorded centrally on eRecord. Continual or serious student behaviour concerns will be referred to and managed within the Behaviour Management Policy. If there is a complaint about the conduct and/or investigation of matters involving student behaviour, the normal college Complaints Policy will apply. Any records on eRecord should be factual, concise and avoid any personal judgments or comments. All comments are available to parents upon request and disciplinary records are visible within the Parent Portal.

4. Behaviour Management Procedure

This document may be helpful for those not familiar with the referral system in providing guidelines about how the Behaviour Management Procedure should be implemented.

4.1 Introduction

- These procedures have been drawn up in order to ensure that all students who may be subject to disciplinary procedures are dealt with in a fair and equitable manner.
- It is appropriate in any educational institution to set appropriate standards of performance and behaviour and to operate rules which promote order and fairness and allow the development of students' abilities and skills. Such rules should be readily understood by both the students and staff.
- At enrolment, students are asked to sign an undertaking to behave in accordance with the expectations outlined in the College Charter and Learner Agreement (Appendix 2). These documents provide details of the College's expectations of students.
- Appropriate behaviour is expected from students at all times and in all areas of the College.
- Classroom discipline is the responsibility of the teacher in charge of the class.
- A student who does not meet the required standards of behaviour makes themselves liable to disciplinary action, suspension or in sufficiently serious cases exclusion.
- Any member of staff observing inappropriate behaviour should intervene and challenge appropriately, initiating the referral procedure when necessary.
- Wherever disciplinary action under these procedures is undertaken, all stages of the procedures should be implemented as promptly as possible, whilst allowing time for an investigation where necessary.

- It is recognised that for minor breaches of discipline, a less formal arrangement should exist whereby a member of the College's staff will discuss the matter with the student concerned in order to resolve the issue. The outcome of such a discussion should be recorded within OnTrack via an information record, this will be referred to the HoS and the Progress Tutor will be copied in and required to reinforce expectations. Failure of a student to respond to such discussion or offers of support could lead to formal disciplinary action.
- If further help, advice or guidance is required then please contact a member of SLT, or a member of CLT.

4.2 Student Charter

All students agree to adhere to the College when they enroll at the College

Wyke 6th Form College Student Charter

As a member of the Wyke 6th Form College community
I promise to uphold the values, behaviours and expectations outlined in this charter.

Signature

PRIDE
I will positively and professionally represent the College by...

- Demonstrating good behaviour
- Aiming for excellence
- Respecting our campus
- Putting litter in the bins
- Not eating and only drinking water in class
- Only smoking or vaping in the designated area
- Not using drugs or alcohol at anytime on campus
- Parking in student spaces with an appropriate permit

I am proud to be part of the College

A CARING COMMUNITY
I will thrive in a caring community by...

- Using respectful and professional language
- Respecting and supporting all members of our community
- Tolerating and accepting others
- Building friendships, being caring and compassionate
- Respecting our neighbours
- Taking responsibility for myself and my actions
- Ensure that Wyke is a safe, secure environment
- Wearing my lanyard round my neck at all times

I understand my responsibility to Wyke and the community

ACADEMIC EXCELLENCE
I will strive for academic excellence by...

- Being dedicated to my studies
- Arriving to every lesson ready to learn
- Getting involved in enrichment and extra curricular activities
- Reading outside of the curriculum
- Being passionate and confident about my work
- Maintaining 100% attendance and punctuality
- Completing homework and meeting deadlines

I will endeavour to always do my best

READY FOR THE WORLD
I will make myself ready for the world by...

- Becoming independent
- Conducting myself as a responsible adult
- Having the correct mindset and developing good habits
- Accessing all advice and guidance in relation to my next steps
- Taking responsibility for and being confident with my choices
- Achieving the grades needed to access my intended destination
- Meeting new people and experiencing new opportunities

I am in control of my future

Unacceptable behaviour and poor management of academic performance are examples of where students fail to adhere to this charter. These behaviours will be challenged and expectations reinforced.

4.2.1 Unacceptable Behaviour

Lack of respect for College property, fellow students or staff; dropping litter, smoking in non-designated areas, swearing or using coarse language, spitting, failure to wear ID Badge/lanyard on College premises or present one when requested.

4.2.2 Poor Management of Academic Performance

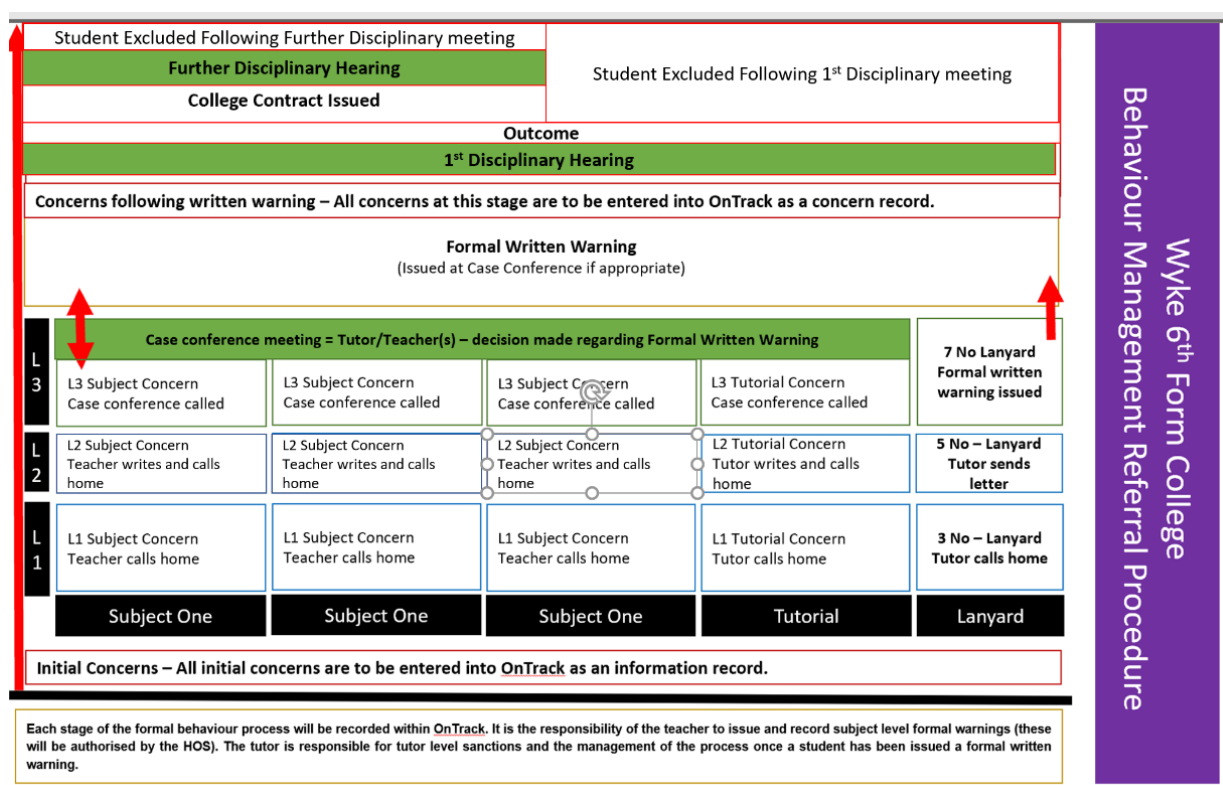
Persistent absenteeism, punctuality, unauthorised lateness, lack of effort, failure to come correctly equipped, failure to meet deadlines or complete set work, plagiarism.

4.3 The Formal Behaviour Management Process

The disciplinary sanctions are as follows. (Figure1)



If a student does not follow their Learner Agreement/Student Charter, for instance through not completing set work, demonstrating poor behaviour, effort or through poor attendance, the teacher/tutor will use the referral processes to help the student to change their behaviour. The response is scaled according to the situation. Initially it is likely to involve informal discussions between the student and teaching staff/tutor (recorded as an information eRecord): If there is insufficient improvement, then the formal procedures will be implemented and disciplinary sanctions will be employed. The disciplinary sanctions comprise four progressive stages (Figure1), which can be accelerated as necessary at the discretion of the teacher/tutor (for L1/L2/L3 sanctions) or a designated staff member for higher level sanctions.



Levels of Sanction Figure 2

4.3A Lanyard Sanctions

Students will be issued with a lanyard sanction. These sanctions are also phased, a L1 is issued after a student forgets their lanyard three times, a Level 2 after five times and a Level 3 after seven times. If a student forgets their lanyard more than seven

times they will be issued with a formal written warning and placed on the whole College sanction system.

4.3B Subject Level Sanctions/Tutorial Sanctions

If a student's behaviour does not meet the required standard as outlined in the Learner Agreement/Student Charter, a Level 1 or Level 2 sanction will be issued. Each subject teacher and the tutor have the ability to issue sanctions specific to their subject/area. The levels are phased and will be escalated should the student behaviour not improve and the concerns continue.

4.3C Case Conference/Formal Written Warning

If there are further concerns above a level two warning, then a 'Case Conference' will be called, facilitated by the Progress Tutor, inviting parents, subject teachers and any other relevant representatives to discuss behavioural or academic concerns. It will be decided at this stage whether a formal written warning will be issued. This meeting will be chaired by an appropriate member of CLT (College Leadership Team).

4.3D Concerns Following a Written Warning

If problems persist following a written warning, then they should be recorded using the concern record type. A disciplinary hearing will then be called.

4.3E The Disciplinary Hearing – Standard Behaviour Management Process

- A disciplinary hearing will be called due to further concerns after a written warning or the conditions of a contract being broken.
- The student and parent(s)/guardian(s) will be called to a disciplinary hearing, chaired by a member of SLT or designated deputy.
- If either the parents/guardians and/or student cannot attend, an alternative date will be offered. If either parents/guardian and/or student are unwilling to attend, the case will be heard in their absence, the College will provide the opportunity for an advocate to act in loco parentis. Both the student and parent/guardian will be informed of the outcome of the hearing at the earliest opportunity in writing within 10 working days.
- The disciplinary hearing is an opportunity for a College representative to present any concerns and for the student (and/or representatives) to present any mitigating circumstances. The chair will consider all factors prior to deciding the outcome. The hearing will usually follow a set structure, please see *Appendix 1*.

4.3F Potential Outcomes of a Disciplinary Hearing

- A written warning/contract may be issued (if one is not already in place at this stage)
- No further sanctions imposed at this stage (due to mitigating circumstances)
Further conditions may be required if the above outcomes are appropriate.

- Exclusion from the College (The College accepts no liability for consequential losses). In the instance of expulsion, a student has the right to appeal against the outcome.

4.3G College Contract

As an outcome of a disciplinary hearing the College may place a student on a College Contract. This is a re-statement of the Learner Agreement made specific to the student. For a student to remain at the college, it must be signed by the student and parent/guardian. If the student does not then meet the terms of the contract, another disciplinary hearing will be called.

If a student is on a contract and no further concerns are raised within a six-month review period, the contract will be reviewed and maybe removed. In this instance the student will move back to a written warning.

4.4 Serious Misconduct Procedure

Offences of a serious nature (serious misconduct) will likely result in a suspension and will result in a disciplinary hearing being called. Any suspension is imposed to protect all parties and should not be seen as an assumption of guilt.

Serious Misconduct includes, but is not exclusive to:

- violent, dangerous or intimidating conduct
- violation of the College's rules and procedures concerning health and safety
- sexual, racial or other harassment of another student, member of staff or visitor
- Allowing non-students onsite without them formally signing in.
- abusive behaviour towards another student or member of staff
- theft or unauthorised possession of any property or facilities belonging to a student, the College, or any employee of the College
- damage deliberately carried out on College property
- refusal to carry out reasonable instructions of a member of staff or to comply with College rules
- use of or possession/dealing in illegal drugs
- incapability as a result of being intoxicated by reason of alcohol, illegal drugs or legal highs.
- commission of a criminal offence, whilst a student, which may adversely affect the College's reputation
- Plagiarism/Exam malpractice
- Persistent absenteeism

The above examples are not exhaustive or exclusive and offences of a similar seriousness will be dealt with under this procedure.

There may be occasions where the circumstances of the serious misconduct prevent the College from following all elements of the above process. This will usually be where there is police involvement, or serious safeguarding concerns requiring an alternative course of action. Due care will be taken to ensure the safety of our students at all times.

4.4A Immediate Suspension Procedure

In the instance of serious misconduct, an immediate suspension is likely to be imposed by a member of SLT or a designated deputy (This person will be known as the suspending officer).

- The suspending officer will call the parents/guardian, explain the situation, the reason for the suspension and request that they make arrangements for the student to leave the site and return home. If the parents/guardian cannot make suitable arrangements the student will be removed from their classes and required to remain isolated for the remainder of the day. The suspending officer may collect statements, interview or search the student prior to the student leaving the site (in line with DfE guidance).
- An investigating officer will be appointed and begin a formal investigation into the misconduct. A suspension meeting will be convened at the earliest opportunity.
- The suspension meeting will be chaired by the Investigating Officer and minutes will be taken. The student will be given a formal suspension letter and a copy of the Behaviour Management Policy. A suspension window will begin following this meeting (usually no longer than 5 days).
- The investigating Officer will conduct a full and formal investigation. It is not appropriate for the College to share any statements, CCTV footage or other information that may compromise other students/staff in the College.
- It may be appropriate for the investigating officer to call one or a series of investigation meetings with the alleged perpetrator to gather further information.
- Following the investigation, a disciplinary hearing will be called and scheduled. It will be chaired by a member of SLT or designated deputy.

4.4B The Disciplinary Hearing – Serious misconduct process

- A disciplinary hearing will be called following an investigation into alleged serious misconduct.
- The student and parent(s)/guardian(s) will be called to a disciplinary hearing, chaired by a member of SLT or designated deputy.
- If either the parents/guardians and/or student cannot attend, an alternative date will be offered. The student will not be permitted to return to College until the conclusion of the disciplinary hearing.

- If either parents/guardian and/or student are unwilling to attend, the case will be heard in their absence, the College will provide the opportunity for an advocate to act in loco parentis. Both the student and parent/guardian will be informed of the outcome of the hearing at the earliest opportunity in writing within 10 working days.
- The disciplinary hearing is an opportunity for the investigating officer to present any concerns and for the student (and/or representatives) to present any mitigating circumstances. The chair will consider all factors prior to deciding the outcome. The hearing will usually follow a set structure, please see *Appendix 1*.

4.4C Potential Outcomes of a Disciplinary Hearing for serious misconduct

- A written warning/contract may be issued (if one is not already in place at this stage)
- No further sanctions imposed at this stage (due to mitigating circumstances) *Further conditions may be required if the above outcomes are appropriate.*
- Exclusion from the College (The College accepts no liability for consequential losses). In the instance of expulsion, a student has the right to appeal against the outcome.

4.5 The Appeals Procedure

If a student wishes to appeal against a decision to exclude, they must do so in writing to the Principal within 5 working days of notification of exclusion.

- An appeal hearing will normally be held within 10 working days of receipt of the request. The student will be informed in writing of the date, time and place of the appeal hearing and the reasons for their exclusion. If the student requests extra time to prepare their case, the hearing may be put back for a period not longer than 5 working days. The College will endeavour to accommodate special requests e.g. religious festivals.
- An appeal against exclusion will normally be heard by the Principal or his delegate.
- The chair of the appeal hearing will explain the reason for the exclusion first. The student will have the opportunity to present their case and any supporting evidence.
- Students have the right to be accompanied to the appeal hearing by a parent/carer.
- A student will normally be informed in writing of the outcome of the appeal hearing within 5 working days. A copy of the letter will also be sent to the parents/carers.
- If the student's appeal is unsuccessful, they will be informed in writing of their right to refer the matter to the Education and Skills Funding Agency via their complaint procedure.

5. Alcohol and Drugs

- 5.1 As an educational institution the College is required to increase knowledge and understanding in all fields, including health and the dangers of addictive substances. It also has a duty to its staff and students to ensure that they can work in a safe and healthy environment.

The College strongly discourages the use of any substances that are classified as illegal and/or have the potential to damage the individual's health or welfare (this includes 'legal highs' or 'unregulated drugs'). There is no place for such substances within the College environment or during College activities. The College will seek to educate students in the avoidance of the dangers presented by drug and alcohol misuse via the tutorial programme and an informal drop-in service facilitated by outside agencies.

5.2 Guidelines

Members of College are expected to be free of the influence of alcohol or any other non-prescribed drug during their College day (including College transport and for the duration of external trips/visits). Any person whose behaviour is so influenced will be sent home and the serious misconduct process will be invoked.

Any member of College thought to be using, dealing in, or in possession of illegal drugs (or unregulated drugs) on the College site or during the normal College day when engaged in College activities (including College transport and for the duration of external trips/visits) will be suspended pending an investigation. They may, as a result lose their place at Wyke. Police will be informed as necessary.

Searching with or without consent:

[DfE – Search and confiscation guidance document \(click here\)](#)

- Any item banned by the College rules which has been identified by the DfE as an item which may be searched for, including; knives or weapons, alcohol, illegal drugs and stolen items, fireworks and pornographic images or any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property.
- College staff can search a student for any item listed above with or without consent: If a member of staff suspects a student has a banned item (including drugs/alcohol) in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply an appropriate punishment as set out in the College's behaviour policy.
- The requirement is that the searcher is the same sex as the student and that a witness is present will continue to apply in nearly all searches. Where it is practicable to summon a staff member of the same sex as the student and a witness, then the teachers wishing to conduct a search must do so.

During an investigation information will be gathered from a range of sources. The College is not in a position to require students to take a blood test. Should students wish to take a blood test then such evidence can only be accepted if a student declares this intention at their first interview. The evidence from the blood test would then need to be presented within 5 days of that interview. The College cannot take into account any further medical evidence once the investigation is complete.

The College will seek to raise awareness of the dangers of drug and alcohol misuse, through its tutorial programme or otherwise, so that college members may make informed decisions. The members of staff responsible for health education via the tutorial programme will develop and make available suitable material for the education of students regarding the dangers of alcohol and drug misuse.

The College will support local and national campaigns to publicise the dangers of alcohol and drug misuse.

Support will be offered to any individual involved in a drug-related incident, either through the College's counselling service or by referral to appropriate outside agencies.

Where alcohol is available at a College social event due consideration will be taken of the law concerning the use of alcohol.

Students will be informed of this policy on alcohol and illegal drugs as part of their introduction to the College.

6. Attendance

Students are expected to maintain full attendance at all classes and tutorials. Attendance on courses is recorded and reported.

6.1 Guidelines

- The College regularly checks the attendance of students on each of their enrolled programmes and takes appropriate action.
- The College will normally involve parents/guardians of 16-19 year old students in all correspondence relating to concern over attendance issues.
- For the purposes of attendance reporting, attendance figures will consist of actual attendance figures (see attendance explanation sheet). This figure will be monitored on a regular basis by subject staff, Progress Tutors, and Pastoral Directors - any authorised absences will be taken into account when considering actions resulting from poor attendance.
- In instances of attendance falling below the expected level, staff will undertake to discuss this with the student and due account will be taken of certificated or otherwise confirmed medical, health or disability issues. The correlation between full attendance and high achievement will be re-iterated in all instances where attendance has become an issue. Where appropriate staff will

take into account any individual circumstances which may have affected attendance.

- Where it is not possible to discuss in person, every effort will be made to contact a student by other means.
- Students will be referred to other sources of support, if it is felt that this would be appropriate in improving attendance and in dealing with related issues.
- Decisions made as a result of any discussions or correspondence regarding attendance will always involve consideration of the student's best interests.
- Repeated failure to meet the College's expected level of attendance without satisfactory explanation will result in the student being asked to withdraw from their courses.
- Attendance figures will be provided to external agencies for the purposes of advising decisions on the issuing of financial support, travel bursaries, employment and Higher Education applications.

7. Bullying and Harassment

7.1 Definition of Bullying

Bullying is deliberate, persistent and often occurs when there are no witnesses. It involves the intentional belittling of someone through the misuse of power or position that leaves the victim feeling hurt, upset, vulnerable and helpless.

Examples of bullying behaviour include:

- Intimidation
- Abuse of power or misuse of sanctions
- Malicious or insulting behaviour
- Excluding or ignoring others
- Deliberate isolation
- Embarrassing or insensitive comments
- Abusive communication - for example e-mails or text messages by an individual or group

7.2 Forms of Bullying in the Cyber-World:

- Sending offensive e-mail or text messages;
- Posting offensive messages. This may include – social networking i.e. Facebook or Snapchat, or through chat-rooms, forums or blogs;
- Uploading of personal photographs or video clips which may offend, and or, without prior permission.
- Giving out of personal information about others without permission;
- Bullying is a wilful, conscious desire to hurt, threaten or frighten someone. It may be targeted at one person, or may be widespread, usually as a result of the 'bullying style' of one person. Examples of bullying might include:
- Verbal - such as name-calling, teasing, 'secret whispering' or malicious comments.
- Physical - such as any form of hitting, punching, pushing or other form of physical activity.
- Psychological - such as any action planned to frighten or threaten someone.

7.3 Definition of Harassment

Harassment, in general terms, can be characterised as unwanted conduct affecting the dignity of the individual. It may be related to:

- Age
- Disability or impairment
- Race, ethnic origin or skin colour
- Religion
- Sexual orientation
- Political or other opinion
- Gender

Harassment is behaviour that might be persistent or an isolated incident. The key is that the actions or comments are viewed as demeaning and unacceptable to the recipient. Examples of harassment include:

- Unwelcome remarks, such as jokes, innuendo, teasing and verbal abuse by terms of endearment which are uninvited and found to be offensive
- Suggestive remarks about appearance or dress
- Unwanted physical contact, pestering, propositioning or spying
- The display, storage or circulation of offensive material or graffiti

7.4 Peer on peer abuse:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
(For further information about sexual violence and sexual harassment see KCSIE Section 5)
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;

- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

7.5 Guidelines for Students

If a student feels that they or others are being bullied, harassed, or discriminated against in College or whilst taking part in College activities, they should talk to someone about it. Students should discuss their concerns with their tutor, teacher or other member of staff. If necessary, they can make a formal complaint. Specific advice is available from the Pastoral Directors.

Sometimes the student may receive unsolicited e-mails which they may find offensive. One way of dealing with this is to send the content of the message received to the ISP (Internet Service provider) of the sender's address. For example, if the student has received a message from someone at Hotmail.com, e-mail the details to the complaints department at Hotmail.com.

Any concerns or complaints will be dealt with in confidence and acted upon with sensitivity.

7.6 Guidelines for Staff

- The first and foremost means of prevention of harassment and bullying is to exemplify our principle of respect in everything we do. Staff should identify and immediately respond to any early signs of disrespect or emerging signs of bullying between students or colleagues. Appropriate early response prevents the development of a culture in which bullying or harassment take place.
- All complaints about bullying/harassment should be taken seriously and treated sensitively. It is important to discuss possible/desirable strategies with the victim in the first instance, and proceed as appropriate.
- If you are the person to whom the incident is reported, or who has first discovered the incident, take time to make the situation safe if necessary, i.e. control of alleged bully and support for victim. Call another member of staff if you need to.
- Take time to write an account of the incident. Give this report to one of the Pastoral Directors as soon as possible, preferably the same day.
- Ensure that the victim and alleged bully are interviewed separately and both are offered support. Where appropriate, write to the parents detailing the incident and stating that the College is taking action.
- Convene a meeting, if this is considered appropriate, whereby a conciliation between all parties might be reached. Be sensitive to the needs of the victim here, and make sure there is someone present who can effectively mediate.
- Involve senior members of staff as necessary. A copy of the report will be retained for equal opportunities information and monitoring purposes.
- Where it is found that a student has failed to observe the College's Code of Conduct, disciplinary procedures should be followed.

8. ID Lanyards

8.1 Guidelines for staff and students on the conditions of use

The purpose of the ID card is a means of personal identification as a student of the college and also to serve as eligibility to use Wyke College services and the Library. Students are issued with an ID card at the beginning of each academic year, usually at enrolment and the information on the card is extracted from the student record system.

The student ID card is the property of Wyke College.

All students are required to wear their student ID whilst onsite and for it to be visible at all times.

A student may be asked to present their ID card as proof of identity by a member of staff.

The student should not allow anyone else to use their student ID card or disciplinary procedures will be imposed.

The student ID card will act as the Library card and users of the Library must comply with Library Regulations.

ID cards are mandatory for examinations.

All students must be in possession of a valid ID card for the duration of their study, if a student withdraws from the college the student must return the card to Student Services.

8.2 Card Replacement

In the event that an ID card is lost, damaged or stolen it is the responsibility of the student to notify the college. Lost cards are to be handed in to reception where Student Services will arrange return to the card holder.

In order to cover administration costs a fee of £5 is charged to replace lost or damaged cards. Students are asked to pay on Parent pay in advance and an ID card will then be printed.

Students will have an opportunity to update their photo when replacing the ID card.

8.3 Misuse and Sanctions

Teachers and Tutors will check their students' ID badge at every lesson, those without their ID will have to purchase a temporary ID from reception in order to attend. The temporary ID will be valid for that day.

If the student fails to return an absent mark should be put in the register and an 'Information' e-record sent to the tutor.

Students are allowed 3 "occasions." where temporary ID badges are issued before college disciplinary procedures come into effect. if a student forgets their Lanyard on than three occasions, then the sanctions will be scaled and temporary ID made available.

9. Monitoring and Review

9.1 This policy will be monitored by the Policy Review Group.

9.2 This policy will be reviewed annually.

10. Related College Documents

10.1 Documents related to this policy are:

- List documents

Equality and Diversity

This policy has been reviewed to assure the promotion of equality on grounds of gender, gender reassignment, sexual orientation, race, religion or belief, disability, age, marriage and civil partnership, and pregnancy and maternity. The review deemed it to be compliant with the College's Equality and Diversity Policy.

General Data Protection Regulations

This policy has been reviewed and is compliant with the General Data Protection Regulations and the College's Data Protection Policy.

Appendix 1 – *Disciplinary Hearing Agenda*

	ITEM
1	Introductions and purpose of meeting
2	Process and Behaviour Policy Information
3	Presentation of rationale/findings from investigation/incident that has led to hearing
4	Opportunity for student to present mitigating circumstances/ask questions
5	Adjournment for deliberation
6	Outcome to be presented

Appendix 2 – Learner Agreement

By signing this form, you are confirming your enrolment at Wyke Sixth Form College and acknowledging your responsibilities as a student, which are outlined in the statements below. Please ensure that you have read and understood these statements.

Overarching all these statements:

- I understand that my conduct within the College and when on College business will be respectful, mature, and comply with the expectations set out here and in the College Charter.
- I acknowledge that I am a member of the College both on and off site when on College organised activities or travelling to and from the College. Therefore, this is in respect to College property, the surrounding neighbourhood, and all members of the College.
- I understand that the college is a multi-cultural and diverse community and I will be respectful and supportive of my peers and staff no matter of their beliefs, ethnicity, religion, disability, sexual orientation, or gender.
- I understand that I am expected to attend all lessons, tutorials, enrichments, 1:1 appointments and timetabled support periods. If I am absent, I will inform the College and explain the reasons truthfully before 10am on each day.
- I understand that the College will record my attendance and punctuality for all timetabled lessons and that these figures will be used for my Progress Reviews, References, Bursary and Discretionary Awards.
- I will fully engage in all remote learning activities set by the College to the best of my abilities. Should I have practical difficulties that will be an obstacle to remote learning, I will bring this to the attention of my Progress Tutor as soon as possible.
- I will not take holidays in term time.
- Where I am enrolling for a two-year programme of study, my enrolment will continue these courses into the second year of the programme. However, I understand that the College will assess my progress and may review and alter my study programme at any time following consultation with all stakeholders.
- I will complete all work to a high standard and by the deadlines set. All work submitted will be my own work and I understand any form of plagiarism could result in my suspension, investigation, and possible removal from the qualification. I understand the College makes use of the Turnitin plagiarism software platform and agree to my work being submitted at any point during the academic year. I will use the College computer systems in accordance with the College's Acceptable Use Policy.
- I understand that the College will use the contact details provided where necessary (this may not apply where students do not live with their parents/guardians).
- I understand that students can only smoke/vape in the designated outside area. The College site, and any College organised activities, are alcohol and drug free and no alcohol or drugs may be brought onto College property. I will not enter College

property whilst under the influence of alcohol or drugs. Failure to comply with this may lead to my place being revoked.

- I understand I must always wear my student lanyard and ID when on the College site or on College organised activities. Failure to wear my lanyard or allowing its use by others will lead to behaviour sanctions.
- I will only park in designated student carpark with an appropriate permit. This will be rescinded if I do not comply with these regulations.
- If my attendance, behaviour or conduct do not meet the College expectations as highlighted above (and those given in more detail in the College Charter) then I understand that the College will take a range of actions possibly resulting in changing my programme of study or me losing my place to study at Wyke College. This is detailed in our behaviour management policy.

Appendix 3 – Attendance Information for Students

The College expects **full attendance** from all its students. The basis for your success will be your attendance at each of your timetabled lessons and tutorials that form part of your programme. College staff will provide you with teaching and support for your studies and, with hard work you should achieve success, gaining the qualifications that you require. Attendance and punctuality is therefore monitored on a regular basis and the College will take action if your attendance falls below an acceptable level without satisfactory explanation – these actions will be in line with the college support or disciplinary procedures and will depend on individual circumstances. We will involve parents/guardians where appropriate. Repeated failure to meet the College's expected level of attendance without satisfactory explanation will result in you being withdrawn from the College.

Wyke operates an electronic attendance system for each and every lesson and tutorial, which records your marks on a central database. This system is able to produce detailed reports not only on the lessons at which you were present but also the reasons that you provide for any absence that occurs and the extent of any lateness. These absences are placed into two groups, **authorised** and **unauthorised**, just as in schools, but the rules are more appropriate for students approaching adulthood and in fact are very similar to those that you might expect to find once you are in employment.

Attendance figures (based on actual attendance) will be used by the College and provided to external agencies for the purposes of advising decisions on the issuing of financial support, employment references and Higher Education applications. Students in receipt of financial assistance from the College will need to meet any additional attendance requirements that are expected – details will be provided by the College.

Types of Absence and Absence Reporting

- ***Absences must be reported by phone or within SABRE on the first day of illness and any subsequent days between 8.30am and 11am.***
- ***Illness absences that are not reported will not be authorised.***
- ***You must discuss absences other than illness with your progress tutor and provide evidence to them where necessary.***
- ***Non-illness absences that are not reported and evidenced will not be authorised.***
- ***A text message will be sent (am and pm) informing your parents of any unauthorised absence.***
- ***A summary email will be sent at the end of the College day informing your parents of any unauthorised absence.***
- ***The number to ring in all instances is 01482 346347.***

If you are absent from college due to illness for a period lasting **more than 7 College days**, you will be required to provide a Doctor's Certificate – just as all of us in employment must do. If this period lasts **7 college days or less**, then you can **self-certify** reporting your absence as described above. You may be asked to provide a parental letter or Doctor's

Certificate for it to be authorised. Your progress tutor will monitor the levels of self-certified absence and will discuss this with you and call home if necessary.

If your progress tutor feels that you have self-certified too often, they may revoke your ability to do so and all future absences must then be reported by your parents (parents will be contacted at this stage). If your individual circumstances lead to extended periods of absence, for example due to accident, illness or maternity, we will endeavour to continue to support you in your studies via the 'Health, Wellbeing and Fitness to Study Support Plan'. Should such issues arise, the first person to talk to is your progress tutor.

Check your attendance regularly on-line to make sure you know exactly what marks you have been given. Look to see if there are any absences (these will appear as O or R) and use the SABRE system to inform your progress tutor of the reason for your absence. Absence marks for a lesson in which you were present or late need to be amended by requesting a change from the teacher of the class using the SABRE system. Absences which are not explained within 15 College days will automatically be coded as Unauthorised.

As far as possible you should take responsibility for ensuring that appointments and activities that you have some control over occur at times that do not interfere with your College studies. **Any requests for extended absences during term time, such as holidays, must be sent to: absencerequests@wyke.ac.uk, where they will be considered by the Principal, Paul Britton.**

Examples of Unauthorised Absence include:

Driving Lesson	Doctor's/Dentist's Appointment - routine/non-urgent
Job Training	Optician's Appointment
Holiday during term-time	Lateness over 10 minutes without satisfactory explanation
Looking after siblings	House-sitting to let in tradesmen
<i>These are all events over which you have some control.</i>	

The College recognises that there are some events that you have little control over when they occur hence they are classified as Authorised. Only actual present marks will be counted in your attendance figure when the College reports on progress to you and your parents/guardians, although any authorised absences will be taken into account.

Examples of Authorised Absence include:

Driving Test*	Court/Probation meeting*
Hospital Appointment*	Religious Observation – up to 3 days a year
HE/Job Interview*	Doctor's/Dentist's Appointment* - for urgent/non-routine treatment (evidence is required to support the absence)
<i>*Requires written evidence (in advance where possible) for the absence to be authorised.</i>	
College/School activity eg Fieldwork	Study Leave
Funeral of close family member	Work Experience (unpaid) if arranged or authorised by the College

The duration of the absence will be discussed with you to determine what is reasonable based on your individual circumstances.

Appendix 4 – Attendance Guidelines Staff

Lesson Absence

- Only absences which cannot be avoided will be authorised, and then only via appropriate use of the reporting and recording systems;
- Illness absence is recorded via the Student Portal, or a telephone call to the main office on each day of absence, or by signing out at the main office. Unavoidable absences such as driving tests, medical appointments interviews, and university open days (please see permitted list) must be reported in advance as above. Evidence must be given to the tutor following the absence.
- It is the student's responsibility to catch up with missed work and liaise with subject staff in order to do so. If they do not, teachers will challenge this, regardless of whether the absence is authorised or not;
- Any unexplained 'O' mark incurred during the course of a day will result in a text message being sent to the parent/guardian. A summary email will also be sent out.
- The Student Support Officer will also make contact with parent/carers for any O mark and also monitor attendance patterns in collaboration with the Progress Tutor.

Progress Tutor/Student Support Officer	Subject Teacher
<ul style="list-style-type: none">• Absences are noted and discussed in tutorial. Any O code results in a text message and summary email sent to parents/guardians and SSO makes contact.	<ul style="list-style-type: none">• In the first instance, the subject teacher will discuss the reasons for poor attendance and reinforce expectations.
<ul style="list-style-type: none">• Progress Tutor will discuss the e-record with the student and reinforce the expectation of 100% attendance. SSO to reinforce with parents.	<ul style="list-style-type: none">• If poor attendance continues, an attendance record should be sent to the SSO (PT copied in), detailing the reason for the record and the steps taken by the teacher.
<ul style="list-style-type: none">• Progress Tutor will take appropriate disciplinary actions. This will usually involve using a formal tutorial sanction and contacting parents/guardians.	<ul style="list-style-type: none">• If no improvement is seen, then the subject teacher will utilise the department sanctions for their subject.

The Progress Tutor and SSO along with curriculum staff will collaborate/communicate to ensure a consistent cross college approach is taken, engaging with student and parent/carer.

Concerns regarding overall attendance:

The Progress Tutor will discuss the issue with the student. If there are legitimate reasons for absence, then the Progress Tutor will ensure subject staff are aware as appropriate;

- If there is no improvement, the Progress Tutor will contact the student's parents/guardians to discuss the situation and ascertain that there are no extenuating circumstances for absence;
- If there is no improvement, the formal disciplinary procedure will be implemented.

- Where there is a concern regarding self-certification (a student is deemed to be abusing this process) the tutor may contact parents/guardians and revoke the right of the student to self-certify. All future absences must be reported by a parent or guardian.

Appendix 5 - eRecord Guidance

OnTrack (e-record) is an information distribution system, designed for reporting on student performance and discipline. All teaching and support staff can access information, as can parents upon request. All records must be entered in a professional manner and sensitive information should not be disclosed/shared via e-record (CPOMS is the college's Safeguarding recording system). Any sanctions/concerns and commendations are shared on the parent portal.

<u>Record Type</u>	<u>When should this record be used?</u>
<u>Information</u>	To share information with a particular member of staff in relation to a student. It can be used to highlight a pattern of behaviour that may (in the future) become a disciplinary issue. No response required.
<u>Commendation</u>	When a student completes work of note or deserves recognition for a task or performance. Auto closed.
<u>Flyer Mentor Meeting</u>	To create a record of a meeting/conversation between a Flyer and their mentor. Auto closed.
<u>Concern</u>	To report a persistent/acute concern in relation to a student's behaviour (academic/attendance/conduct). Can only be added once a student is issued with a minimum of a Formal Written Warning and is on the whole College sanction pathway. Subject level warnings must be used prior to this. Cannot be closed without a response.
<u>No lanyard</u>	Issued by the office team when a student comes to collect a temporary lanyard. Monitored by tutor.
<u>Transition Concern</u>	Open at three set points during the academic year following assessment periods for first year students only. To record significant transition concerns for a student by their subject teacher. To be tracked and monitored by PD/HoF/CDs. Cannot be closed without a response.
<u>Attendance</u>	To share attendance concerns in a subject/session/enrichment with the SSOs.
<u>Enterprise</u>	To create a log/record of any careers in the curriculum activity. Self-closing. Goes into individual next steps record of student.

Appendix 6 - Equality Impact Assessment

Policy, procedure, practice or strategy:	BEHAVIOUR MANAGEMENT POLICY		
Role responsible:	Vice-Principal - Pastoral	Date:	13/04/22
Briefly describe the aims, objectives & purpose of this policy, procedure, practice or strategy.	<p>The aims of the policy are:</p> <ul style="list-style-type: none"> • To ensure a clear and consistent shared understanding of the expectations and responsibilities of all members of the college community. • To encourage students to develop a sense of responsibility for themselves and others and understand the consequences of their actions. • To create a positive and inspiring learning environment in which all members of the community feel safe and valued. • To focus on positive behaviours for learning to ensure that the value of achievement is prioritised over the consequence of poor choices. • To help and encourage students to achieve and maintain acceptable standards of behaviour, conduct and academic performance. • To ensure consistent and fair treatment in relation to disciplinary interventions. 		
	<p>Please ensure the following characteristics are considered when assessing the questions below along with any others you feel to be relevant: Gender, Sexuality, Transgenderism, Age, Race, Religion/belief, Disability, Marital/Civil partnership status, Pregnancy or maternity.</p> <p>Responses may be based on learner and staff data, complaints, feedback, research, student/staff surveys and/or professional judgement.</p>		
Is there potential, or opportunity that the proposed policy, procedure practice or strategy will affect any groups adversely (including possible discrimination)? Please include any equality concerns expressed during consultation.	<p>The behaviour management system will be implemented across the College and the guidance within this document will ensure that staff are provided with a consistency of information. The implementation of this policy will vary dependent upon the staff implementing it and the circumstances of their concerns. It will be vital for the College to monitor any patterns of behaviour sanctions issued relating to any particular groups of students and explore any patterns that emerge.</p>		

<p>Is there potential for, or evidence that the proposed policy, procedure or practice either promotes or fails to promote equality of opportunity for all and good relations between different groups?</p>	
<p>If any action is required as a result of this screening exercise please note them, along with any mechanisms for reviewing the impact of the policy, procedure or practice.</p>	<p>Behaviour sanctions will be monitored at all levels and a report will be generated and fed back to SLT that shows the use of this policy and any possible patterns that may require review. If further staff training is identified as a result of this report it will be put in place swiftly.</p>