

Student Behaviour and Attendance Policy

Version 3

This policy applies only to Post-16 New Collaborative Learning Trust Colleges.



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1.0 Introduction

1.1 The Trust and its Colleges are committed to establishing and maintaining excellent working relationships between staff and students and is fully committed to giving support, advice and guidance to assist students in developing their conduct and behaviour.

1.2 If you have a query/complaint regarding this policy, please see contact details for staff below:

New College Bradford

Queries – Please Contact Jon Zeb, Assistant Principal – Tel 01274 089189

Email: jon.zeb@nclt.ac.uk

Complaints – Please contact Lauren Walker Director of HR Tel No: 01977 802685

Email: lauren.walker@nclt.ac.uk

New College Doncaster

Queries – Please Contact Helen Jackson, Vice Principal Tel No: 01302 976777

Email: helen.jackson@nclt.ac.uk

Complaints – Please contact Lauren Walker Director of HR Tel No: 01977 802685

Email: lauren.walker@nclt.ac.uk

New College Pontefract

Queries - Please contact James Morris, Assistant Principal Tel No: 01977 702139

Email: james.morris@nclt.ac.uk

Complaints – Please contact Lauren Walker Director of HR Tel No: 01977 802685

Email: lauren.walker@nclt.ac.uk

1.3 The Trust and its Colleges reserves the right to amend this policy at any time in the academic year and to direct formal behaviour and conduct procedures as appropriate.

1.4 The contents of this policy will be disseminated and shared with all students during their induction period and revisited throughout the year.

2.0 Scope and Purpose

2.1 This policy is divided into two sections of behaviour and attendance. The first section on behaviour outlines the student 'Code of Conduct' and is followed by the procedures for responding to issues around misconduct and gross misconduct. This information will also be available on each College's website. Student misconduct refers to unacceptable behaviour that adversely affects teaching and learning, student progress, activities taking place within the college or the smooth functioning of the college, the reputation of the college, or the individual rights and experiences of other members of the College community.

Gross misconduct refers to very serious unacceptable behaviour and includes the behaviour set out further in this policy. Misconduct which is sustained, despite formal behaviour and conduct actions, is also considered to be gross misconduct.

- 2.2** The policy is a guide to individual/collegiate responsibilities and sanctions that can be employed when endeavouring to influence a student's behaviour. **Student behaviour has a significant impact on attainment as well as the ethos of the College.**

The attempt to support students to maintain appropriate standards of behaviour is central to this policy document. We recognise the importance of developing positive relationships, the provision of guidance and feedback, the effectiveness of monitoring and establishing clarity of expectations when addressing issues of behaviour. We also recognise that context and personal circumstances can sometimes impact on student behaviour and that no two students or the circumstances of misconduct are likely to be exactly the same. As such, this Trust and its Colleges will use professional judgement, may sometimes vary the approach it takes and may make adjustments to arrangements set out within this policy when addressing issues relating to behaviour.

- 2.3** Within the Trust and its Colleges, all members of staff are accountable for challenging unacceptable behaviour. It is essential that we have high expectations and are consistent in the behaviour we accept on the College site, in lessons and the wider College community. Behaviour and expectations should be in line with the Trusts Values (5 C's); Candour, Challenge, Collaboration, Commitment and Care. It is important to build a relationship based upon respect and support and, for this reason, it is important to support our students in a professional manner and ensure that the relations we build with them are non-threatening and supportive.
- 2.4** For low level or emerging concerns, emphasis should be on informal resolution through discussion and establishing clarity of expectations. This helps to develop trust, build relationships and avoids unnecessary escalation. However, where misconduct is more significant, or where a student is damaging their own prospect of success or that of other students despite attempts to address concerns informally, more formal behaviour and conduct action may be required.

Section A – Behaviour

3.0 Code of Conduct and Gross Misconduct

3.1 Positive Behaviour

One of the most effective techniques to reduce behaviour problems is the use of praise and recognition, and positive support. Opportunities should be used to positively affirm the styles of behaviour we see modelled by students within College: staff should thank students for their contributions; punctuality; meeting deadlines and positively comment when improvements are made. It should also be recognised that staff act as role models to students and should therefore present appropriate behaviour at all times during the working day. Staff are encouraged to make good use of systems that recognise positive behaviour, such as the use of commendations, *student of the month* awards, and other strategies and rewards systems developed in subject areas.

High quality teaching and learning and effective systems of academic and pastoral support and intervention help students to feel confident and well-supported, reducing the likelihood of poor behaviour.

3.2 Student Code of Conduct

Our student 'code of conduct' sets out our expectations regarding student conduct and attitudes. Failure to fully meet any of the expectations set out within this code of conduct constitutes misconduct. The code is not exhaustive, however, and there may be other examples of behaviour which the College may consider to be misconduct.

Academic Expectations

All students are expected to:

- Remain committed to a full-time programme of study which will include a minimum of the equivalent of three level 3 subjects, and any GCSE resit courses if applicable.
- Show dedication to academic studies putting this as a priority above all other out of college commitments, for example part-time jobs and social commitments.
- Approach all college related tasks with an appropriate high level of enthusiasm, dedication and application, to include independent, self-directed study in accordance with course recommendations.
- Attend and engage in Academic Interventions.
- Complete and meet deadlines for Directed Independent Learning (DIL) as directed by subject staff, producing work that is fully complete and to a good standard.
- Complete and meet deadlines for coursework/non-examined assessment elements, ensuring the work that you submit is your own, has not involved the misuse of AI such that it is not your own work, and is not plagiarised in any other way. Students must be able to demonstrate their submission is a product of their own independent work and independent thinking.
- Complete and meet assignment deadlines for Applied General qualifications, ensuring the work that you submit is your own, has not been created using AI and is not plagiarised in any other way.

Attendance and Punctuality Expectations

All students are expected to:

- Maintain high levels of attendance and to inform their Progress Tutor and teacher as soon as practicable if for any reason they are unable to attend a lesson or other programmed events.
- Avoid absence as a result of family holidays or other unauthorised absence such as driving lessons or employment.
- Arrive at, and be ready to start learning at, the published start time of each lesson.
- Avoid making non-emergency medical or dental appointments during college hours. Where this is unavoidable but essential parents should also notify the college in advance of these appointments wherever possible and proof of the appointment must be provided.

- Take responsibility for catching up on any work missed through absence.

Conduct Expectations

All students are expected to:

- Follow the reasonable instructions of members of the college staff at all times
- Adhere to modern British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Demonstrate appropriate conduct and language towards staff and students including meeting the expectations set out in college policies such as the Social Media and the Equality and Diversity Policy.
- Wear college lanyards displaying your ID card whilst on site at all times.
- Be organised and prepared for lessons including having the appropriate equipment for every lesson.
- Ensure that all unpaid fees and debts are settled in full.
- Adhere to core expectations in lessons and around college, for example in relation to the use of outdoor clothing, food and drink in lessons, the appropriate use of mobile phones, and other expectations applicable to the context and environment.
- Act as an ambassador for college and behave in a responsible manner at all times, both within and outside college times.
- Respect the local college community and ensure that behaviour standards mirror those expected in college.
- Be available to see staff within the college core day, according to timetable or as and when required by staff.

College Environment Expectations

All students are expected to:

- Use college facilities and behave generally in a way which respects the needs and aspirations of others to learn, teach, work and flourish within the College.
- Familiarise yourself with the College's Health and Safety Policy and other regulations, complying with them and acting at all times with due regard for their own safety and the safety of others.
- Respect the property of the College, its staff, students and visitors.
- Ensure that cars, motorcycles and bikes are parked appropriately and safely, with respect to the environment, community and other users both within the facilities provided by the college and externally.
- Support staff and other students in maintaining a clean and tidy environment throughout the College.
- Adhere to the College's rules on smoking, vaping, alcohol, prohibited items and illegal substances. The use or possession of alcohol and illegal substances is prohibited. Please see gross misconduct.
- Ensure that appropriate dress is worn for an educational setting.

3.3 Gross Misconduct

A non-exhaustive list of examples is provided below. Additionally, repeated breaches of the code of conduct which results in an escalation through the Formal Behaviour and Conduct system right through to stages 4 and 5 to is considered to be gross misconduct. (see section 4.2)

Examples of Gross Misconduct:

- Violent, threatening or obstructive behaviour.
- Harassment or bullying (physical or verbal, including electronic means e.g., text messaging, social networking sites).
- Possession of or dealing in illegal substances.
- Having possession of or being under the influence of alcohol/drugs.
- Serious infringement of the Trust Equality and Diversity policy.
- Failure to meet mandatory deadlines and attend examinations.
- Smoking or vaping in or on the college site.
- Cheating in examinations or failure to follow comply with examination board regulations.
- Theft or wilful damage to College property.
- Carrying an offensive weapon.
- Sexual abuse, assault or harassment.
- Making a malicious serious false allegation against a student or a member of staff
- Potentially placing students, staff and members of the public in significant danger or at risk of significant harm.
- Bringing members of the public onto college premises or being complicit in them gaining entry.
- Behaviour that brings the college into disrepute.
- Failure to complete and submit NEA and Applied General assignments by the final deadline.
- Submission of Applied General coursework / NEA that is plagiarised, created by misusing AI such that it is not the student's own work, or not the product of a student's own independent work and independent thinking.
- Extensive absence as a result of family holidays/prolonged unauthorised absences.

Where the College considered that a student has committed an act of serious or gross misconduct, the student may be:

- Placed on Stage 4 or 5 of the Formal Behaviour and Conduct System, or
- Placed on Stage 4 or 5 of the Formal Behaviour and Conduct System, in addition to a fixed term temporary exclusion, or
- Permanently excluded from college.

4.0 Behaviour and Conduct Intervention

The behaviour of students is integral to maintaining an outstanding learning environment. Therefore, the expectation is that all students uphold the Student Code of Conduct at all times. This section outlines the steps that Colleges may take and the interventions that might be used to address concerns about behaviour, breaches of the Code of Conduct, or in cases of Gross Misconduct.

4.1 Low Level, Initial and Emerging Concerns

Initial Concerns – Clarifying Expectations

Where there is an initial low-level concern with respect to behaviour, in many cases it is right and appropriate that this is addressed informally through a discussion with the student. This provides an opportunity for staff to professionally outline the concern, to set out clearly what is expected, and for the student to make the required change. Addressing issues respectfully but clearly, in a confident but non-confrontational way, supports students in adjusting their conduct whilst maintaining good student-staff relationships.

Common examples where this informal, low-level approach would be appropriate for initial concerns might include a student arriving late to a lesson, a student not being sufficiently focused on the lesson activities, a student using their phone inappropriately during a lesson, or a directed independent learning task not fully reflecting the level of effort required, meeting the required standard or a deadline for a directed independent learning task not being met.

An informal discussion, as outlined above, will be appropriate in many cases of initial concern, but more significant action may sometimes be required. Some cases of misconduct will be more significant and will require either formal warnings or a formal behaviour and conduct action and staff will exercise appropriate professional judgement.

Recorded Warning

A recorded warning is not a formal behaviour and conduct action in itself but indicates that there is now an established concern and that formal behaviour and conduct action, or an escalation of formal action, is very likely to follow if the expectations set out are not immediately and fully met by the student. In many cases, a recorded warning is likely to result from initial low-level concerns about behaviour and conduct being repeated despite an initial conversation with a member of staff.

A recorded warning, logged on Cedar, is likely to be instigated:

- By a subject teacher or Progress Tutor, if they have addressed a concern with a student via an informal discussion, recorded it on Cedar, but the misconduct is repeated.
- By a Progress Tutor, if they observe multiple informal discussions being recorded on Cedar.
- By a member of staff, for example a senior leader or head of faculty, who needs to address an incident of misconduct which they consider just falls short of the need for formal behaviour and conduct action.

A recorded warning should be recorded on Cedar with the 'Recorded Warning' thread. It should outline the concerns and the expectations of the college in relation to the issue of misconduct. Parents should be notified about the recorded warning via a telephone call from the member of staff issuing the recorded warning, and the issues of concern discussed.

4.2 Formal Behaviour and Conduct Action

4.2.1 The Nature of Formal Action

Formal behaviour and conduct action is a formally recorded sanction in cases of serious or persistent misconduct.

Formal action is likely to be taken when

- Initial concerns of low-level misconduct already dealt with through informal discussion or a formal warning continues to be a concern.
- Expectations set out after earlier formal behaviour and conduct actions are not being met and concerns continue about ongoing misconduct.
- There is an incident of more significant misconduct or gross misconduct.

There are 5 stages to the system of formal behaviour and conduct action.

| | |
|---|------------------|
| Stage 1 Formal Behaviour and Conduct Action | |
| Stage 2 Formal Behaviour and Conduct Action | |
| Stage 3 Formal Behaviour and Conduct Action | |
| Stage 4 Formal Behaviour and Conduct Action | Gross misconduct |
| Stage 5 Formal Behaviour and Conduct Action | Gross misconduct |
| Permanent Exclusion | |

If a student fails to meet the expectations set out following a Stage 5 formal behaviour and conduct action, or if there is further misconduct following a Stage 5 formal behaviour and conduct action, a student should expect that they will be permanently excluded from College. A student may also be permanently excluded from College in cases of gross misconduct.

Formal behaviour and conduct action will sit on a student’s behaviour record for the duration of their studies at College. It is a sanction that recognises unacceptable conduct. A formal behaviour and conduct action cannot be ‘spent’ or reduced to a lower level. Any future misconduct would be addressed by a higher stage formal behaviour and conduct action than the previous one, whether this relates to the same issue of misconduct or a different form of misconduct. The stages are cumulative and escalatory.

In most cases, a student would escalate upwards through each of the stages 1 to 5, one at a time. However, where there is an incident of gross misconduct a Stage 4 or 5 behaviour and conduct action is likely to be taken, provided if it is determined that the student should not be permanently excluded.

4.2.2. Authority to Take Formal Behaviour and Conduct Action

The authority to take formal behaviour and conduct action is set out in the table below:

| | |
|---|---|
| Stage 1 Formal Behaviour and Conduct Action | All members of College staff |
| Stage 2 Formal Behaviour and Conduct Action | Head of Faculty, Progress Tutor, Senior Progress Tutor, Senior Leadership Team |
| Stage 3 Formal Behaviour and Conduct Action | Progress Tutors, Head of Faculty, Senior Progress Tutor, Senior Leadership Team |
| Stage 4 Formal Behaviour and Conduct Action | Pastoral Manager, Lead Senior Progress Tutor, Senior Leadership Team |
| Stage 5 Formal Behaviour and Conduct Action | Principal or Vice Principal |
| Permanent Exclusion | Principal |

| Formal Behaviour and Conduct Action Each Stage will generally be reviewed after 4 weeks | | | |
|--|---|-------------------------------|-------------------|
| Stage | Authority to action the stage | Student Meeting with 2 Staff | Parents Invited |
| 1 | All members of College staff | Yes | Optional |
| 2 | Head of Faculty, Progress Tutor, Senior Progress Tutor, Senior Leadership Team | | |
| 3 | Progress Tutors, Head of Faculty, Senior Progress Tutor, Senior Leadership Team | | |
| 4 | Pastoral Manager, Lead Senior Progress Tutor, Senior Leadership Team | | |
| 5 | Principal or Vice Principal | | |
| Permanent Exclusion | Principal | Yes or telephone conversation | Invited to attend |

4.2.3 Behaviour and Conduct Meetings

When there is a possibility that a formal behaviour and conduct action will be taken, the member of staff considering taking formal action will arrange a behaviour and conduct meeting with the student. The member of staff should arrange a time to meet with the student, and include another member of staff in the meeting – this might often be the student’s Progress Tutor or the Head of Faculty, but this will vary depending on the circumstances and the stage of any formal actions already taken.

The meeting should:

- Provide an opportunity to discuss with the student the concerns about conduct. The meeting should be clear about the particular parts of the code of conduct that are not being adhered to.
- Enable the student to provide a response to the College’s concerns, and discuss any reasons, challenges or context that might need to be taken into consideration.
- Set out clearly the College’s expectations and the timeframe during which this will be monitored very actively.
- Explore any ways in which the College might reasonably be able to provide any additional support, guidance or structure to help the student meet the College’s expectations and improve their behaviour.
- If it is determined that a formal behaviour and conduct action is to be taken, this should be fully explained to the student, including the implications of not meeting the expectations or if there is further misconduct

At Stages 1 and 2, parents/carers do not need to be invited to attend the meeting, but staff might in some cases feel it is helpful to invite parents to attend. If parents are not in attendance, a telephone call should be made after the meeting to discuss the issues of concern and any behaviour and conduct action taken.

At Stages 3, 4 and 5, parents/carers should be provided with an invitation to attend the meeting. However, if the parent declines to attend or reasonable attempts to find a suitable timely date and time have not been successful, the meeting may proceed in the absence of parents/carers.

Formal behaviour and conduct action at all stages 1 to 5, should be recorded on Cedar. For stages 3, 4 and 5 a letter should also be sent to the student after the meeting detailing the formal action and expectations, and a copy sent to parents/carers.

4.2.3 Monitoring and Escalation

When a formal action is taken the member of staff must put in place a period of time during which they should closely monitor the student in order to be satisfied that the expectations set out are being adhered to and to assess whether the issue of misconduct has been resolved or continues to be a concern.

In most cases this monitoring window would be a period of 4 College weeks, but this may vary depending on the nature of the concerns. If by the end of the monitoring period the member of staff is happy that the student has adhered to the expectations, they should make a note of this on Cedar and provide feedback to the student where appropriate. In many cases it would also be good practice to also notify parents/carers. Positive recognition of the required improvement is good way of reinforcing and sustaining the improvement.

Where behaviour and conduct action is taken for issues relating to ongoing problems such as attendance, punctuality, engagement, meeting of deadlines and quality of work, it would usually be most appropriate to provide the full monitoring period before considering any further behaviour and conduct actions about the same issues of concern. If problems persist within the monitoring window about those same ongoing concerns, staff should continue to address those through discussions with the student, with parents where appropriate, via the use of the 'recorded warning' thread, or by adding additional comments to the recorded behaviour and conduct action post on Cedar. At the end of the monitoring period, the same member of staff, or other members of staff, should consider whether the next stage is required if the expectations clearly have not been met. Equally, at a later stage well beyond the monitoring window, if similar concerns re-emerge, staff should consider whether the next stage of behaviour and conduct action is required.

There are some circumstances in which it may be appropriate to take further behaviour and conduct action before a monitoring period is complete. For example, if there is a significant breach of a different part of the code of conduct, if there is gross misconduct, or if there is very serious and flagrant disregard for the expectations that have been established following the previous formal action or a serious deterioration of conduct.

Where a member of staff has taken a formal behaviour and conduct action and believes there may be justification for further escalation, they should discuss this further with an appropriate member of staff with authorisation at the next Stage (see 4.2.2).

4.3 Cases of Serious or Gross Misconduct

4.3.1 In cases of serious or gross misconduct, a formal behaviour and conduct action will immediately progress to either Stage 4, 5 or to permanent exclusion.

4.3.2 In very serious cases of gross misconduct, the Principal will determine whether a student should be permanently excluded.

- 4.3.3 A student may be issued with a Stage 4 or 5 formal behaviour and conduct action at any point if gross misconduct takes place but the Principal decides that a sanction should fall short of permanent exclusion. The Principal / Vice Principal will determine which is most appropriate, depending on the seriousness, nature and context of the gross misconduct. The College may also take into account any previous formal behaviour and conduct actions that have been taken in determining which of the Stages is most appropriate.
- 4.3.4 Up to 5 days fixed term may be given as a sanction in cases of serious misconduct, alongside the formal disciplinary action. For serious cases of gross misconduct, a fixed term exclusion may be given where it is deemed more appropriate than a permanent exclusion. A fixed term exclusion may in some circumstances be given as a sanction prior to a formal behaviour and conduct meeting. A formal behaviour and conduct meeting will usually take place at the end of the fixed term exclusion, with parents/carers asked to attend, before a student is able to return to education.
- 4.3.5 A fixed term exclusion of up to 5 days may also be given in some circumstances where a student progresses from a Stage 3 formal behaviour and conduct action to a Stage 4, or from a Stage 4 to a Stage 5.
- 4.3.6 In some circumstances where there is suspected gross misconduct, a student may be asked to not attend College while further information gathering / investigation takes place in relation to the incident. If no behaviour and conduct action is ultimately taken, this absence will be recorded as authorised. Where behaviour and conduct action is taken, this period of time will contribute to the period of a fixed term exclusion.
- 4.3.7 Parents/carers will be notified at the earliest reasonable opportunity if there is suspected or established gross misconduct, or if a student is issued with a fixed term exclusion or a permanent exclusion.

In some instances of gross misconduct, the College may need to report matters to the police authorities.

The Board of Directors, Chief Executive, Principals and staff will ensure there is no differential application of the policy on any grounds, particularly protected characteristics under the Equality Act 2010. They will also ensure that the concerns of the students are listened to and appropriately addressed.

4.4 Permanent Exclusion

If a student is permanently excluded, parents/carers will be informed by letter and email within 24 hours. Letters will be sent by first class post and signed by the Principal. This will be in addition to either a meeting or telephone conversation.

The student will be offered the opportunity to meet one of the College's careers team to discuss their options after New College.

Formal Intervention Procedures

Stage 1

All staff

When will this be used?

- If a student has received formal Recorded Warnings on cedar and continues to breach the Student Code of Conduct

How does it work?

- A member of staff places the student on a Stage 1 Intervention via Cedar.
- Expectations outlined within the contract on cedar.
- A monitoring period is set.

Next steps

- If the student successfully meets the expectations agreed the monitoring period will end when agreed.
- Failure to meet the expectations within the intervention will result an escalation to a Stage 2 intervention.
- Any further concerns regarding conduct will result in a student being immediately being monitored on at least a Stage 2 intervention.

Please note: Once a student has been on a Stage 1 intervention within the academic year, any further concerns regarding behaviour will result in being monitored on Stage 2.

Stage 2

Head of Faculty, Progress Tutor, Senior Progress Tutor

When will this be used?

- Failure to meet expectations whilst being monitored on a Stage 1 intervention.
- Further 'Formal Recorded Warnings' regarding conduct being given when already having been monitored on a Stage 1 Intervention.

How does it work?

- Head of Faculty, Progress Tutor, Senior Progress Tutor issues a Stage 2 Formal Behaviour and Conduct Action and records on cedar the expectations for the active monitoring period.
- Expectations outlined on cedar.
- A monitoring period is set.
- Parent/carer meeting to be arranged if required.

Next steps

- If the student successfully meets the expectations agreed the monitoring period will end when agreed.
- Failure to meet the expectations within the intervention will result an escalation to a Stage 3 intervention.

Please note: Once a student has been on a Stage 2 intervention within the academic year, any further concerns regarding behaviour will result in being monitored on Stage 3.

Stage 3

Head of Faculty, Progress Tutor, Senior Progress Tutor

When will this be used?

- Failure to meet expectations whilst being monitored on a Stage 2 intervention.
- Further 'Formal Recorded Warnings' regarding conduct being given when already having been monitored on a Stage 2 Intervention.

How does it work?

- Head of Faculty, Progress Tutor, Senior Progress Tutor issues a Stage 3 Formal Behaviour and Conduct Action and records on cedar the expectations for the active monitoring period.
- Expectations outlined on cedar.
- A monitoring period is set.
- Parent/carer meeting to be arranged if required.

Next steps:

- If the student successfully meets the expectations agreed the monitoring period will end when agreed.
- Failure to meet the expectations within the intervention will result an escalation to a Stage 4 intervention.

Please note: Once a student has been on a Stage 3 intervention within the academic year, any further concerns regarding behaviour will result in being monitored on Stage 4.

Stage 4

Quality Nominee, Lead Senior Progress Tutor/Pastoral Manager, Senior Leader

When will this be used?

- Failure to meet expectations whilst being monitored on a Stage 3 intervention.
- Further 'Formal Recorded Warnings' regarding conduct being given when already having been monitored on a Stage 3 Intervention.
- Misconduct is of such a level that a Stage 4 Formal Behaviour and Conduct Action is more appropriate
- Gross Misconduct

How does it work?

- Quality Nominee, Lead Senior Progress Tutor/Pastoral Manager, Senior Leader issues a Stage 4 Formal Behaviour and Conduct Action and records on cedar the expectations for the active monitoring period.
- Expectations outlined within the intervention on cedar.
- A monitoring period is set.
- A formal meeting takes place with the student and their parent/carer.
- A letter will also be sent home confirming the targets.

Next steps

- If the student successfully meets the expectations agreed the monitoring period will end when agreed.
- Failure to meet the expectations will result in a Stage 5 Formal Behaviour and Conduct Action being issued.

Please note: Once a student has been on a Stage 4 intervention within the academic year, any further concerns regarding behaviour will result in being monitored on a minimum of a Stage 4 intervention for the remainder of the academic year.

Stage 5

Principal or Vice Principal

When will this be used?

- Failure to meet expectations whilst being monitored on a Stage 5 intervention.
- Further 'Formal Recorded Warnings' regarding conduct being given when already having been monitored on a Stage 4 Intervention.
- Misconduct is of such a level that a Stage 5 Intervention is more appropriate
- Gross Misconduct

How does it work?

- Principal or Vice Principal issues a Stage 4 Formal Behaviour and Conduct Action and records on cedar the expectations for the active monitoring period.
- Expectations outlined within the intervention on cedar.
- A monitoring period is set.
- A formal meeting takes place with the student and their parent/carer.
- A letter will also be sent home confirming the targets.

Next steps

- If the student responds positively to the interventions this should be logged on Cedar and the Stage 5 active monitoring period ends.
- Failure to meet the expectations may result in a temporary or fixed term exclusion from the college or a student's place may be permanently withdrawn

Failure to comply with the terms of the intervention may result in a temporary fixed term exclusion or a student's place being permanently withdrawn from college.

4.5 Progression – For Y13 Students only

In most cases, the monitoring period for students on a behaviour and conduct intervention will have concluded before the end of Year 12. If a student finishes Year 12 whilst being monitored on a behaviour and conduct action, they will continue being monitored on this stage when they start Year 13.

4.5.1 Students' programmes of study will be reviewed at the end of Y12 based on:

- Performance in the Y12 Progression exams.
- In year assessments.
- Any internally assessed coursework units for Applied General Qualifications.
- Attendance and Punctuality.
- Conduct and attitude to learning including engagement in College activities.

4.5.2 Please note, for some Applied General Qualifications progression to Y13 will be dependent upon external unit results that are not available until the August after the summer term. In any cases where a student does not pass an external unit exam and there is not a resit opportunity, the student cannot progress into Y13. In this eventuality the student will be contacted before the start of term to discuss with a member of the Senior Leadership Team, careers information advice and guidance will be provided by the college.

Progression to Y13 is also at the Principal's discretion.

4.6 Probationary Period and Progression

4.6.1 A student's first six weeks as a student at New College are treated as a probationary period. During this period, if a student's, attendance or behaviour is of a serious concern, the Principal and/or the Senior Leadership team reserve the right to take appropriate action which might include (but is not exhaustive):

- Withdrawal from college
- Extension of probationary period
- Change of course or subjects

4.6.2 If it is looking likely that a student will not be allowed to remain in College following the probationary period then parents/carers should already be aware of the concerns

4.6.3 If a student is permanently withdrawn, parents/carers will be informed by letter. This will be in addition to either a formal meeting or telephone call depending on individual circumstances.

4.6.4 The Senior Leader involved in the permanent withdrawal will arrange for the student to receive careers advice from a member of the careers team to discuss their options post New College.

4.7 Appropriate Use of Social Media

Please refer to the Social Media Policy located on the College website which clearly outlines the disciplinary procedures for students who use social media inappropriately.

4.8 Screening, Searching and Confiscation

Please refer to the DfE guidance 'Screening, Searching and Confiscation'.

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

In addition to the practice identified in the DfE guidance, the Trust and its Colleges can also ban the following items and as a result are able to search students for them:

Any item brought into the College with the intention of the item being sold or passed on to other students, which in the Principal's opinion will cause disruption to the College or be detrimental to the College's practice.

Confiscation

4.8.1 Staff can seize any prohibited item as a result of a search. They can also seize any item found, which they consider harmful or detrimental to the wellbeing of the College's students or staff. Staff should hand the confiscated item to a member of the Senior Leadership Team as soon as possible and make sure all necessary information is passed on including, student name and date/time it was confiscated. Staff must not give the confiscated item to another student to hand it in and must not leave the item in an unsecure area at any time.

The college will use professional judgement to decide whether to return prohibited items to the owner or to retain or dispose of it.

4.8.2 Any item which staff consider to be dangerous or criminal e.g. drugs must be brought to a member of the Senior Leadership Team immediately. The Principal will use their discretion to confiscate, retain and/or destroy any item found as a result. Where alcohol has been confiscated the College will retain or dispose of it. This means that the College can dispose of alcohol as they think appropriate (or return it to a parent/carer but this should not include returning it to the student).

4.8.3 Where the College finds controlled drugs these must be delivered to the police as soon as possible but may be disposed of if the Principal thinks there is good reason to do so. Where the College finds other substances which are not believed to be controlled drugs these can be confiscated, where a member of staff believes them to be harmful or detrimental to good order and discipline. This would include for example so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

4.8.4 Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned by the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Principal thinks there is good reason to do so.

- 4.8.5 Fireworks found as a result of a search may be retained or disposed of but should not be returned to the student.
- 4.8.6 If a member of staff finds a pornographic image, they may dispose of the image unless its possession constitutes a specified offence (i.e. it is extreme child pornography) in which case it must be delivered to the police as soon as reasonably practicable. Images found on a mobile phone or other electronic device can be deleted unless it is necessary to pass them to the police or retain the image whilst the College carries out its own investigation.
- 4.8.7 Where an article that has been (or could be) used to commit an offence or to cause personal injury or damage to property is found it may be delivered to the police or returned to the owner. It may also be retained or disposed of.
- 4.8.8 Any weapons or items which are evidence of a serious offence must be passed to the police as soon as possible or retained by the College whilst it carries out its own investigation.

4.9 Use of Restraint

- 4.9.1 Any use of restraint by staff must be reasonable, proportionate and lawful. Restraint will be used only when immediately necessary and for the minimum time necessary to prevent a student from doing or continuing to do any of the following:
- Committing a criminal offence.
 - Injuring themselves or others.
 - Causing damage to property, including their own.

Where restraint is used by staff, this is recorded in writing.

4.10 Discipline beyond the College Gate

- 4.10.1 Parents/carers are encouraged to report criminal behaviour, anti-social behaviour and serious bullying incidents that occur anywhere off the College premises which pose a threat to a member of the public or a student, to the police as soon as possible.
- 4.10.2 If a member of the public, College staff, parent/carer or student reports criminal behaviour, anti-social behaviour or a serious bullying incident to a College member of staff this must be passed onto a member of the Senior Leadership Team. If the Principal/Senior management considers that the misbehaviour is linked to a child suffering or being likely to suffer significant harm the College's child protection policy will be followed.
- 4.10.3 For health and safety reasons, very high standards of behaviour are expected on College residential or day trips. The College will use the same intervention system that is applied to incidents of misbehaviour that occur on the College grounds.
- 4.10.4 Where unacceptable behaviour occurs off site, including travelling to and from College, the College reserves the right to issue a consequence, or a fixed term or permanent exclusion particularly in relation to violent conduct e.g. physical assault or bullying incidents. The formal interventions system will apply.

4.11 Involvement of Outside Agencies

4.11.1 The College works positively with external agencies (e.g. early help hubs, children's social care, health services, police, YOT). It seeks appropriate support from them to ensure the needs of all students are met by utilising the range of external support available.

4.12 College Appeal and Protocol

- A student who is permanently excluded, or the parent/carer of the student can appeal in writing to the Chair of the Board of Directors via the Trust Governance Professional.
- In any correspondence the student or parent/carer must make it clear that they are 'requesting an appeal to the decision to permanently exclude' using the Trust Appeals form on the College website. Please also see appendix A.
- Any request to appeal the decision must be received within 5 working days of receipt of the permanent exclusion letter.
- An appeals meeting will be arranged within 10 working days of the appeal being received and the student and parents/carers will be notified of the date of the appeals meeting in writing.
- The Chair of the Board of Directors will arrange for at least 2 Trust Directors or local College Advisory Group members to attend the Appeal meeting.
- The student is entitled to be accompanied by a friend or relative at the meeting.

4.12.1 Before the Appeal

- A pack of information will be sent to the Directors/Advisors to examine before the meeting.
- The pack will include the following:
 - Name of the student.
 - Date of birth.
 - Previous school.
 - Current markbook grades summary.
 - Current attendance.
 - All cedar logs in chronological order (Acronyms explained).
 - A short summary of the student's behaviour/attendance whilst attending College.
 - Exact and precise reasons for the permanent exclusion.
- The Directors/Advisors will meet 30 minutes prior to the meeting to ensure the appointment of a Chair and to confirm any questions to be asked.
- The student, parents/carers will have access to the relevant information by logging onto Cedar.

4.12.2 At the Appeal Meeting

- Trust Clerk will be present to record minutes.
- The meeting will last approximately 30 minutes.
- The student or parent/carer/friend/relative will get the opportunity to explain their reasons for the appeal plus any statement they wish to make.
- The meeting will proceed even if the student or parent/carer/friend/relative do not attend.

- Directors/Advisors may decide to ask questions after the student or parent/carer/friend/relative has finished their opening remarks.
- At this point the Appeals meeting will be concluded.
- A second meeting will then take place immediately afterwards in which Senior Management will present their case for the College to the Directors/Advisors.
- The panel will then examine the validity and robustness of the evidence of the decision in light of evidence produced.
- The decision whether to uphold or overturn the decision will be confirmed in writing within 5 working days.
- It is important to note that the decision made by the Directors/Advisors is final.

Whilst there is an active student appeal the student is asked not to attend lessons/be visible on the College site.

4.13 Students with Additional Support Needs

At every stage of the disciplinary process, all staff must be conscious of the needs of students who may have additional support needs. Staff must consider the individual needs of students, seeking advice where necessary from the study support team within College in order to ensure that the student is treated fairly and equally.

Section B – Attendance

5.0 Attendance Overview

5.1 Attendance at College is primarily monitored by subject teachers with the Progress Tutor having an overview. Students are expected to attend all timetabled lessons, this includes all subject lessons, timetabled tutorial sessions and 1:1 interviews, directed teacher access periods, study support sessions and any chosen enrichment activities.

5.2 Each student has unique circumstances that may have an impact upon their attendance, and action to support students in improving their attendance must be taken with any individual circumstances being taken into account. If a student is absent from College for an extended period of time, it is expected that the student will complete work at home, unless personal circumstances dictate otherwise. Lesson material will be available on Teams for students to access.

5.3 Absences

Absence marks explained.

| Situation | Code | What It Means |
|---|------|---------------------|
| You have missed a lesson and provided no explanation as to why | O | Unexplained absence |
| Inappropriate absence – e.g. driving lesson, part time job, leisure activity, child-minding | E | Explained absence |
| Absence through illness or a medical appointment which you've discussed with us, or for an unusual circumstance such as a funeral | E | Explained absence |

| | | |
|--|----------|----------------------|
| Absence which is explained but which was not approved, for example a university interview/work experience which we were not notified about sufficiently in advance | E | Explained absence |
| Holiday in term time – may be subject to disciplinary action | H | Holiday in term time |
| Student arrived late to the lesson | L | Late |
| Student has been issued with a period of exclusion | X | Exclusion |

5.4 Absence Procedures

5.4.1 Absence Reporting

If a student is unable to come into college, a telephone call/email/Teams message must be made to their Progress Tutor/Student Services as soon as possible to explain the reason for absence, and how long the absence is expected to continue. The student may be asked to provide supporting evidence.

5.4.2 Holidays during Term Time

Holidays during term time are not permitted. All absences due to late arrival from holiday after term breaks and holiday taken during term time will be marked as H in the register.

If the length of the absence is deemed excessive by the Trust, this case would then be reviewed by the Senior Leadership Team and could lead to a withdrawal from college.

5.4.3 Illness

If a student becomes ill whilst at College and needs to go home early they must sign out either with Student Services or their Progress Tutor. If a student is ill and cannot come into College they must telephone Student Services before 8.50am. Students or their parents/carers will be expected to advise the member of the Student Services Team of the student name, student number, the reason (illness) and how long the student is likely to be absent from College. If the student is unable to return to College on the date specified then another call should be made to advise the College of continued illness.

Progress Tutors review attendance data on a daily basis and will decide whether to discuss any absences due to illness with the student.

If a student cannot attend an exam due to illness they must contact the College before the exam is due to start. Evidence of illness or an urgent medical appointment will be required if a student is absent for these reasons and intends to apply to an examination board for Special Consideration. Further information relating to exams can be found in the exams policy.

5.4.4 Support to Study Policy

The Trust recognises that there may be times during their programme of study when a student may not be able to participate fully and satisfactorily in their academic studies as a result of a new or recurring disability, illness or mental health condition, or wellbeing. This

might materialise through significant absence, limited engagement in learning, poor behaviour, or in other ways.

The primary aim of the 'Support to Study' procedure is, wherever possible, to support students to successfully complete their studies, positively overcoming any challenges relating to health and wellbeing. The 'Support to Study' procedure aims to ensure that the health, wellbeing and educational considerations of a student are all properly taken into consideration(<https://nclt.ac.uk/wp-content/uploads/2023/09/Support-to-Study-Policy-Colleges.pdf>)

5.5 Work Experience, College Related Trips and Visits

If a student is going to be absent from lessons because they have an activity planned in a different subject, it is expected that they will get permission from the teacher whose classes will be missed. The attendance record of the student will be updated by a member of the Student Services Team/Progress Tutor to show the student has missed classes due to a College related activity. It is the responsibility of the Head of Faculty to pass details of students who will be partaking in activities and miss timetabled lessons to the Student Services Team.

5.6 Punctuality

Student lateness is challenged and addressed by the classroom teacher. Students who arrive late to any lesson will be recorded by their subject teacher as **late** on their lesson register. Where punctuality becomes a concern, teachers will use the formal behaviour and conduct intervention system. In addition, Progress Tutors will oversee any wider patterns of punctuality concerns and use the formal intervention and contract system to address them.

5.7 Rewards

Wherever possible students are given praise and encouragement for good work and behaviour in order to promote a positive ethos throughout the College. Students are issued with commendations/Student of the Month through the Cedar system for attendance, monthly assessment grades, and work completed throughout the year. Students who receive the most amount of commendations at the end of the academic year receive either a certificate/and or some form of reward e.g. *Love to Shop* vouchers.

5.8 Financial Support at NCLT

16-19 Bursary Fund

The Bursary Fund can provide financial support to help some students in their learning and can be used to purchase essential items and equipment for College. The allowance is means-tested and students may be eligible if their household assessed income is below an annual threshold which will be published each year.

Application Forms can be obtained from the College website. Each year deadlines for applications are set and decisions made by an agreed date.

Any false information or claims made in order to receive financial support will be treated as fraud. If after an investigation, any attempt to make a fraudulent claim is found to be proven, any entitlement will be withdrawn and students may also face action through the Trust's behaviour and conduct procedures.

5.9 College Procedures for Supporting Students with Poor Patterns of Attendance

The points below outline responsibilities/College expectations for monitoring and supporting students in improving their attendance:

5.9.1 Subject Teacher

- To follow up any absences on a daily basis.
- To enquire about a student's absence upon return to College if reason for absence still unknown.
- To identify any trends in student attendance in lessons.
- To inform Head of Faculty /Progress Tutor of concerns relating to developing attendance issues via Cedar.
- To make contact with parents/carers, where appropriate.

5.9.1 Head of Faculty

- To monitor attendance variation between individual classes and discuss with department members as appropriate.
- Make contact with parents/carers, where appropriate.
- Work with Progress Tutors to identify patterns and support interventions to improve attendance.

5.9.1 Progress Tutor

- Daily attendance checks to be performed; this should focus on recurring trends over previous weeks as well as those absences in the week.
- To liaise with subject staff/Head of Faculty/Senior Progress Tutor to provide, where appropriate, an explanation for student absence.
- To use data provided on the cumulative percentage attendance and monthly percentage attendance to support students in recognising trends in their attendance and to set strategies to improve.
- Progress Tutors will contact parents/carers where there are concerns around attendance.

5.9.1 Senior Progress Tutors

- To support students and Progress Tutors on matters concerning students with attendance issues as outlined in the Behaviour and Attendance Policy.

5.9.1 Senior Manager

- Support Senior Progress Tutor's on matters concerning students with attendance issues as outlined in the Behaviour and Attendance Policy.

5.10 Student Withdrawal Procedures

There are likely to be four main ways a student withdraws from College. These are stated below, along with the procedure that should be followed in each circumstance.

5.10.1 A student comes into College to withdraw

Following a discussion on the reasons for their decision, the Progress Tutor should complete an electronic withdrawal form. MIS complete the form and a withdrawal letter should be sent by Student Services to parents/carers as well as the student.

5.10.2 A student rings to let their Progress Tutor know they wish to leave college

The Progress Tutor should inform the Senior Progress Tutor and the procedure outlined above should be followed. Should the student not wish to return to College, or not be able to do so, then the Senior Progress Tutor should inform MIS of the student's decision. The Progress Tutor should contact the student's next of kin to advise them about the withdrawal. A standard letter should be sent out informing parents/carers to ensure they are aware the student is leaving. Student Services should also send a leaving confirmation letter to the student. For students who may have parents/carers who have English as an additional language, sensitivity should be shown and the letter translated into the first language, if requested. MIS should then remove the student from the system (for registration, financial support, exam purposes).

5.10.3 Non-attendance by a student

If a student fails to attend College for three consecutive days and no explanation has been provided (by parent/carer/student) then the Progress Tutor should attempt to contact the student by telephone. If contact has still not been made with the student after five College days then the Senior Progress Tutor should be informed and a safeguarding letter should be sent home.

If contact still cannot be made after a safeguarding letter has been sent and persistent attempts to contact the student and those listed as contactable relatives by telephone, then a member of the Senior Leadership Team should be contacted. Non-attendance without explanation can be an indicator of significant safeguarding concerns and a home visit will be initiated by the above named parties.

If a student lives alone or there are safeguarding concerns, then daily monitoring of attendance by the Progress Tutor should occur and in the event of an absence which is not legitimate occurring, measures should be taken to verify the student's well-being. If the student's well-being cannot be ascertained then the matter should be passed on to a member of the Senior Leadership Team.

No student should be withdrawn from College without direct contact being made to ascertain their wellbeing and progression route.

5.11 Restarting at College

In certain situations, it may be appropriate to offer a conditional restart at College. Students can only ever restart once. They must restart their studies in the following academic year and before they turn 19 years of age. In cases where the student withdraws from the College of their own accord, has put in place robust medical support outside of College and has time before the restart to respond to this support (typically 6 months), then the restart has a good chance of success. Where the College offers the opportunity of a restart, the onus is on the student and their parents/carers to ensure that they are recovered enough for the restart of their studies. Further relapses would not be in the interest of the students. When the student withdraws from studies, guidance will be given both on what support might be appropriate to ensure fitness to study on return, but also importantly on what evidence will be expected at enrolment.

Appendix A

Trust Appeals Form

Please complete the following:

| | |
|-----------------------------|--|
| Name of student | |
| Date of Permanent Exclusion | |

Please state the reasons below why you are requesting an appeal to the decision to permanently exclude:

| | | | |
|----------------------------|--|-------|--|
| Student signature | | Date: | |
| Or Parent/carers signature | | Date: | |

Please email this form to the Clerk of the Trust.

Policy Status

| | | | |
|----------------------------|---|---|---------------|
| Policy Lead (Title) | Trust Director for Curriculum and Education | Review Period | Every 3 years |
| Reviewed By | Trust Executive Team | Equality Impact Assessment Completed (Y/N) | N |

POLICY AMENDMENTS

| Version | Approval Date | Trade Union Consultation Date (if applicable) | Page No./Paragraph No. | Amendment |
|---------------------------------------|-------------------|---|---|--|
| Version 1 Written by Helen Jackson | TET 20/09/2023 | N/A | | New policy introduced in September 2023, replacing the previous Behaviour and Attendance Policy alongside a new Support to Study Policy. |
| Version 2 Helen Jackson | | | 5 | Include reference to driving lessons and employment |
| | | | 6 | Removal of reference to bursary payments being linked to attendance |
| | | | 6 | Addition of the settling of unpaid fees and debts to the conduct expectations |
| | | | 7 | Addition of AI use into Gross Misconduct |
| | | | 8 | Removal of reference to the 'initial concern' thread that is now being used |
| | | | 9 and 10 | Addition of Progress Tutors to Stage 3 'authority to action' tables |
| | | | 11 | Replaced previous typo with 'recorded warning' |
| | | | 23 | Replace 'Amazon' with 'Love to Shop' vouchers |
| | | | 23 | Addition of what the bursary can be used for |
| V3 Helen Jackson | BoD 01/10/24 | N/A | Minor changes throughout pages 5-9, 11, 23 & 24 | 5-9, 11, 23 & 24 |