

# Huddersfield New College Policies, Protocols and Procedures

## Behaviour for Learning Policy and Procedures 2020



### 1. Statement of Intent, Scope and Purpose

1.1. The intent of the Policy is to make clear the standards for behaviour expected of all students at the College, and what will happen if an individual student falls short of these standards.

#### 1.2. BFL Expectations

Students are expected to meet the standards outlined in our ABC Charter.

This requires students to:

Attend ... well, be punctual and wear your membership badge with pride.

Be respectful ... of others, both inside and outside of College\*.

Commit .... To working hard and achieving your very best

\*especially in relation to the Covid 19 safety measures which are in place to protect you and others. By adhering to these you are being respectful. Deliberate and / or regular flouting of this guidance, for example, not wearing a face covering when required, will be dealt with in line with this policy.

With regard to lessons being accessed online the ABC charter requires students to:

Attend ... Be logged into MS Teams at the time of your online lesson and fully engage to the satisfaction of your teacher. It is your responsibility to contact your teacher if you are experiencing any difficulties accessing your online lessons.

Be respectful ... Make sure that you are dressed appropriately and have considered what others can see behind you. Understand that there may be many of you trying to give answers or ask questions. Use the text box where appropriate and use appropriate language.

Commit ... The move to online learning is in response to the global pandemic. We expect you to commit to trying your best and keeping up to date with your work as you would if you were attending on-site.

### 2. Procedures

2.1. Concerns regarding an individual's Behaviour for Learning in relation to the ABC Charter will lead to the procedures outlined below.

2.2. **Level 1-** Implemented when concerns are first raised about behaviour for learning falling short of expectations around : 100% attendance, good punctuality, wearing ID on campus, behaving as a respectful and responsible young adult, and working hard and meeting deadlines. For students studying BTEC courses, missing a BTEC assignment deadline will automatically qualify as a failure to adhere to the Commit aspect of the ABC charter.

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The Progress Tutor will implement a Level 1 disciplinary, if concerns are raised in relation to the above. The Subject Tutor will implement a Level 1 disciplinary if there are at least three separate concerns in relation to the above in their subject.

The Progress Tutor / Subject Tutor will discuss the concerns with the student and will work with them on a remedial action plan.

They will explain to the student that if the remedial action plan does not address the concerns and further concerns are raised, this will lead to an escalation to Level 2.

The Level 1 disciplinary is then recorded on Cedar and parents / carers will be informed via telephone or email.

A Level 1 disciplinary will remain on Cedar for up to 3 weeks at which point the Progress Tutor and / or Subject Tutor will decide to remove, extend or escalate.

Please note: in line with the College's BTEC Assessment Policy, students who continually miss BTEC assignment deadlines will always have their disciplinary level extended or escalated at the review point, as appropriate.

### 2.3. **Level 2** - If the decision is made to escalate the disciplinary, a Level 2 disciplinary will be raised.

The Progress Tutor will explain to the student the reason(s) behind the increased level and will work with the student on a remedial action plan.

The Progress Tutor may need at this stage to liaise with relevant staff including teachers to draw up an effective remedial action plan.

The Progress Tutor will explain to the student that if this remedial action plan does not address the concern(s) and the concern(s) persists, this will lead to an escalation to Level 3.

Parents / carers will be informed of the raised level of disciplinary via telephone or email.

The Progress Tutor will monitor the Level 2 disciplinary.

A Level 2 disciplinary will remain in place for up to 4 weeks at which point the Progress Tutor will decide to remove, extend or escalate. If the disciplinary is removed but future concerns about BFL are raised these will be raised at Level 2.

### 2.4. **Level 3** - If the decision is made to escalate the disciplinary, a Level 3 disciplinary will be raised.

At this stage parents / carers will be invited to a meeting to discuss the reason(s) for the level 3 disciplinary. This meeting will be followed by a letter home after to confirm the action point(s)

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agreed in the meeting. Should parents / carers decline the invite to a meeting, action points will be agreed with the individual student, and parents / carers will be informed by letter of these action points.

The responsibility for the management of a Level 3 disciplinary will move from the Progress Tutor to their Senior Progress Tutor.

A Level 3 disciplinary will remain in place for up to 4 weeks at which point the Senior Progress Tutor will decide to reduce, extend or escalate the disciplinary. If the disciplinary is reduced to level 2, then a further review will take place within 4 weeks to determine the removal of the disciplinary altogether.

A regular meeting between the student and the Senior Progress Tutor will take place to monitor progress and support improvement. These meetings will be recorded on CEDAR.

### 2.5. **Level 4** - If the decision is made to escalate the disciplinary, a Level 4 disciplinary will be raised.

At this final stage a parental meeting is mandatory (unless the parent declines a meeting) to explain the reason for the escalation, so that parents / carers are fully informed, face to face, about the serious concerns regarding their son / daughter's Behaviour for Learning.

The management of a Level 4 disciplinary will move from the Senior Progress Tutor to their line manager, the Director of Pastoral, because of the serious nature of the BFL concerns by this point.

The student concerned will have regular meetings with the Director of Pastoral to monitor progress and support improvement. These meetings will be recorded on CEDAR.

The Level 4 disciplinary will remain in place for up to 3 weeks at which point a decision will be made regarding the outcome. If sufficient improvement has been made then the disciplinary will be reduced to an appropriate level, determined by the Director of Pastoral. If there is some improvement but not enough to justify a reduction in level of disciplinary, the Level 4 disciplinary will be extended. If however, there has been little or no improvement then the Director of Pastoral will consult with their line manager, the Assistant Principal Student Support & Guidance, about whether or not to formally exclude the student from College.

If a reduction in disciplinary Level 4 takes place, the time at the reduced level, and any removal, extension or escalation will occur in line with the timescales detailed above.

### 2.6. Please note: Depending on the nature of the concerns raised about an individual student's Behaviour for Learning, a student will be placed on whichever disciplinary level is deemed most appropriate. Therefore not all disciplinaries will begin at Level 1, and disciplinary levels can be jumped.



### 2.7. Gross / Serious misconduct:

In the event of a case of suspected gross / serious misconduct, an investigation will take place in order to establish the relevant facts relating to the suspected case of gross / serious misconduct.

Gross misconduct relates to any behaviour that is considered to be a serious breach of the College's expectations for behaviour and the College values.

Examples of gross misconduct include, but are not limited to:

Possession of and / or use (including being under or suspected of being under the influence) of illegal drugs or alcohol on the College's premises or whilst representing the College.

Possession and / or use of offensive weapons (an instrument designed to be used in attack, or an object which may be used in attack) on the College's premises or whilst representing the College.

Offensive (including racist, homophobic, biphobic or transphobic) language.

Fighting or causing harm to others.

Breaching the College's IT Acceptable and Safe Use Policy.

2.8. Serious misconduct relates to behaviour that under normal circumstances would be considered to be gross misconduct but relevant mitigating circumstances exist. The bringing of unauthorised visitors, or concealing the identity of unauthorised visitors is considered serious misconduct in the first instance. Any repeat of this behaviour would be considered gross misconduct.

2.9. As a neutral act students are likely to be suspended immediately should there be a suspicion of gross misconduct, whilst further investigation takes place.

Only the Vice Principal or Assistant Principal Student Support & Guidance can initiate a suspension, fixed term exclusion or permanent exclusion. In the event of their absence, a delegated person from the College's Senior Leadership Team will act on their behalf.

Parents / carers will, where possible, be contacted via phone by the suspending Vice Principal / Assistant Principal to confirm the suspension, and this will be followed by a posted letter home, outlining the reason(s) for the suspension. A copy of the letter will also, where possible, be given to the student to take home.

In all cases, the College will endeavour to make any suspension period as short as is possible to minimise the impact on learning whilst an investigation takes place into the suspected serious misconduct.

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As part of an investigation, the student and their parents / carers will be invited to a meeting with the appropriate member of the Senior Leadership Team. During this meeting, the student and parents / carers will have the opportunity to provide all relevant information to the College regarding the suspected serious misconduct to enable a fully informed decision to be reached.

2.10. At the conclusion of the investigation five outcomes could be possible.

1. Return of the student to the College immediately because gross / serious misconduct or even misconduct has not been concluded.
2. Return of the student to the College on a disciplinary contract because misconduct rather than gross / serious misconduct has been concluded. This would require a reintegration meeting with the student to which the parents / carers will be invited.
3. Fixed term exclusion (can be applied retrospectively) which requires a reintegration meeting with the student to which the parents / carers will be invited. This would be applied in the event of serious misconduct, as determined by the investigation, and may have been served whilst suspended. The student is likely to return to College on a disciplinary contract.
4. Withdrawal from the College for the current academic year with an offer of applying to restart the following academic year after a period of rehabilitation.
5. Permanent exclusion because gross misconduct has been concluded\*.

\*If following investigation, the reasonable belief is that the behaviour is gross misconduct, the student will be permanently excluded by the Vice Principal or Assistant Principal – Student Support & Guidance.

Any decision to permanently exclude a student will take into account all the evidence gathered during the investigation, and will be reached in consultation with other members of the Senior Leadership Team (excluding the Principal who would review any potential appeal). This evidence gathering will have included a meeting with the student and their parent / carer. The student and their parents /carers will be informed as soon as is possible (and certainly within five working days) in writing, of the decision along with the rationale for it.

2.11. **Appeals Process**

Students and / or parents / carers wishing to appeal against any disciplinary action should follow the disciplinary appeals process outlined below.

Level 1 & 2

Verbal or written appeal within 5 working days to the Director of Pastoral who will review the decision to enact the disciplinary procedure at this level and will report the outcome of the

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review, either verbally or in writing, to the appellant within 10 working days of receipt of the appeal.

Level 3 & 4

Written appeal within 5 working days to the Assistant Principal Student Support & Guidance who will review the decision and will report the outcome of the review in writing to the appellant within 10 working days of receipt of the appeal.

### **Fixed term or Permanent Exclusion related to serious misconduct**

Written appeal to the Principal within 5 working days of the exclusion. The Principal will review the decision and will report the outcome of the review in writing to the appellant within 10 working days of receipt of the appeal.

*Please note: The Principal's decision cannot be challenged. Any appeals against the outcome of the Principal's review can only be to challenge that due process (as described in this policy) has not been followed. Please refer to the Complaints Procedure available on the College website. This appeal must be made in writing within 5 working days of receipt of the Principal's decision to the Chair of the Corporation via the Clerk: C. Coupland who can be contacted via email at [c.coupland@huddnewcoll.ac.uk](mailto:c.coupland@huddnewcoll.ac.uk)*

### **3. Holidays, Pilgrimages or Extended leave**

- 3.1. Excellent attendance is very important to achieving expected final grades and so, in an ideal world, students should not take any time off during term time. We request therefore, that families do not book holidays, pilgrimages or extended leave which involve a student taking time off during term time. Any time off during term time will be designated as explained absence and will affect a student's overall attendance percentage. 100% attendance is our expectation and 95% plus attendance is a mandatory requirement for automatic progression between levels of study and between years at the College.

Any student with between 5 and 10 working days explained absence could be placed on a disciplinary Level 1 or 2, with an action plan to help them to catch up on work that has been missed during their absence.

Any additional explained absence over and above 10 working days could result in a Level 3 or Level 4 disciplinary, depending on the length of explained absence (Level 3 11-15 days: Level 4 16-20 days). Lengthy absence can seriously impact on the student's ability to achieve their expected final grades.

*Please note: the College reserves the right to withdraw any student from the College roll, if it believes that the explained absence over 10 working days, combined with other known factors,*

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*such as concerning attendance, punctuality and attitude to work, others or the College environment, means that these factors and the absence are highly likely to seriously impact on their capacity to achieve their expected final grades.*

### 4. Authorised Absence

4.1. All students are expected to aim for 100% attendance.

However, the College acknowledges that there are times when absence is unavoidable.

The following absences will automatically be designated as authorised absence:

- All absences resulting from educational trips and visits organised by the College, providing all paperwork is completed and signed. (T)
- All absences for afternoon examinations, where students can take the morning lessons before the examination as study leave, to prepare for the examination. (E)
- All absences for recognised religious observances (for example, Eid). These will be allocated a specified number of days of authorised absence, if appropriate paperwork is completed. (R)
- All absences to complete College approved work experience or employability mock interviews, if appropriate paperwork is completed. (W)

Some other absences, which are outside of a students' personal control, may also be designated as authorised.

These include:

- Bereavement (including attendance at the funeral) of an immediate family member (father, mother, sibling, partner, grandparents). Funerals other than the student's immediate family (close friend or relative) will be authorised on an individual case basis – this absence must be supported by a letter from the parent / carer and presented in the LRC before the event (after may result in an absence mark).
- The wedding of an immediate family member (father, mother, sibling, grandparents) with prior notification to the LRC (after may result in an absence mark).
- A medical appointment with a hospital specialist or Orthodontist– this absence must be supported by a letter from the hospital, by an appointment card or by the text reminder. This must be presented in the LRC before the appointment (after may result in an absence mark).

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- A driving test (not driving lessons) – this absence must be supported by the letter from the DVLA and presented in the LRC before the test (after may result in an absence mark).
- Open Day visits to universities organised independently – this absence must be supported by documentation from the university and presented in the LRC before the visit (after may result in an absence mark).
- An interview at a university following a UCAS application.
- Being a witness at court or jury service – notification must be given to the LRC in advance (after may result in an absence mark).

These will all be marked as (A) Authorised not on College business.

A student who is required to self isolate will be marked as (C).

All other absences from lessons or tutorial will be designated as absence and will either be marked as (P) Parentally Explained or (S) Student Explained and these absences will affect the student's overall attendance percentage.

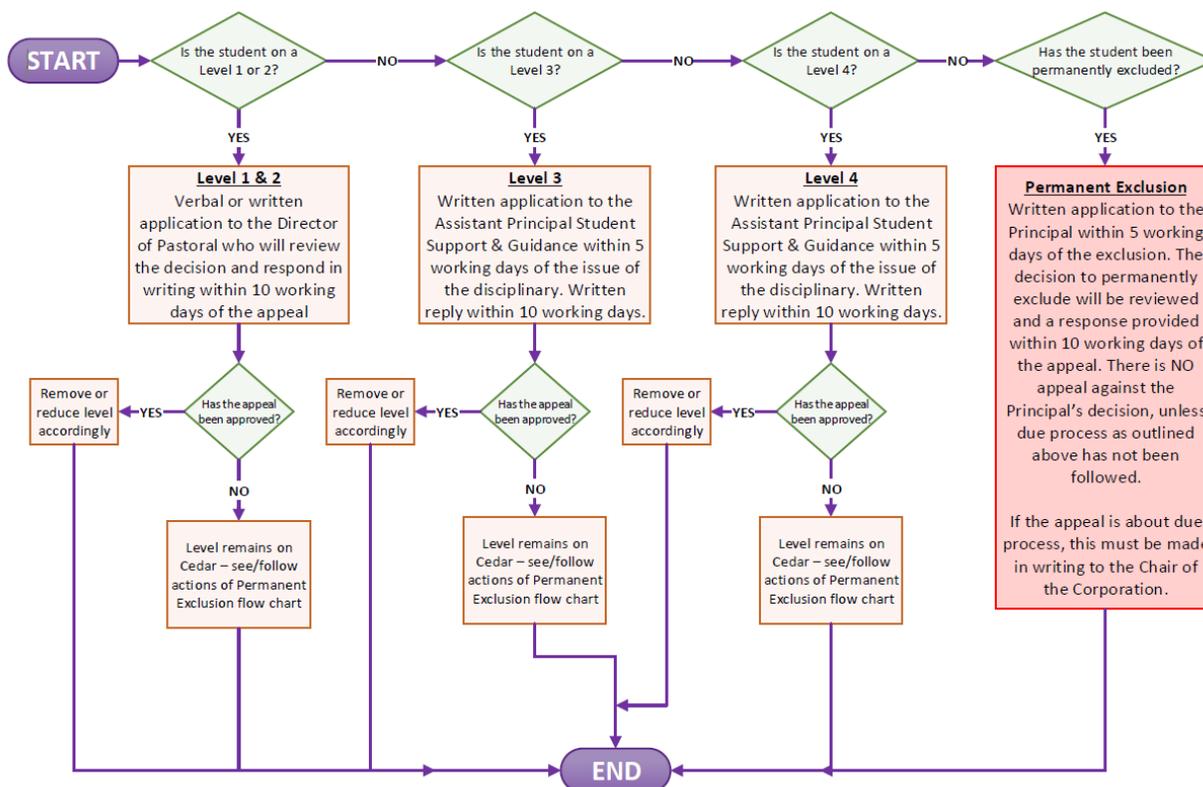


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### Appeals process



### 5. Review of Policy and communication

The Senior Leadership Team approve this policy. Once approved, staff will be notified of the new policy via the staff news bulletin and the policy will be published on the internal information platform (Moodle) as well as the external College website.

Version	Date	Author(s)	Comments	Approval Route/ Date	Date of Next Review
1	May 2018	Sonia Ross		SLT June 2018	
2	June 2019	Lee Goddard	Revised following release of new Education Inspection Framework	SLT June 2019	
3	December 2019 (one line added to)	Lee Goddard	Updated following SLT review of	SLT December 2019	January 2021

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	account for Covid 19 (May 2020)		good practice		
4	September 2020	Lee Goddard	Updated to include Covid 19 and slight amendment with regards to BTEC deadlines	SLT September 2020	September 2021

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### Equality Impact Assessment

Question	Response
1. Name of policy being assessed	Behaviour for Learning Policy
2. Summary of aims and objectives of the policy	The purpose of the policy is to clearly identify the standards of behavior expected by the College, and the response should student's fall short of these expectations.
3. What involvement and consultation has been done in relation to this policy? (e.g. with relevant groups and stakeholders)	Working party consisting of AP – Student Support & Guidance, two Heads of Department, a Senior Progress Tutor, Progress Tutor and classroom practitioner as well as discussion at multiple SLT meetings.
4. Who is affected by the policy?	HNC students
5. What are the arrangements for monitoring and reviewing the actual impact of the policy?	The policy will be the basis for all decision making and processes with regards to behavior.  The policy will be reviewed bi-annually.

Protected Characteristic Group	Is there a potential for positive or negative impact?	Please explain and give examples of any evidence/data used	Action to address negative impact (e.g. adjustment made
Disability	Positive Impact	The policy sets out the College's expectations and responses to concerns regarding behavior. There is no positive or negative impact on disability, although individual circumstances will always be considered.	N/A
Gender reassignment	Positive Impact	As explained for disability	N/A
Marriage or civil partnership	Positive Impact	As explained for disability	N/A
Pregnancy and maternity	Positive Impact	As explained for disability	N/A

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<b>Race</b>	Positive Impact	As explained for disability	N/A
<b>Religion or belief</b>	Positive Impact	As explained for disability	N/A
<b>Sexual orientation</b>	Positive Impact	As explained for disability	N/A
<b>Sex (gender)</b>	Positive Impact	As explained for disability	N/A
<b>Age</b>	Positive Impact	As explained for disability	N/A

### Evaluation:

<b>Question</b>	<b>Explanation / justification</b>	
Is it possible the proposed policy could discriminate or unfairly disadvantage people?	The policy describes the processes to ensure that all expected behaviours within the College and clearly identified along with the appropriate responses.	
<b>Final Decision:</b>	<b>Tick the relevant Box</b>	<b>Include any explanation / justification required</b>
1. No barriers identified, therefore activity will <b>proceed</b> .	✓	The basis of the policy and expectations have been discussed with a wide range of staff, students and parents.
2. You can decide to <b>stop</b> the policy or practice at some point because the data shows bias towards one or more groups		
3. You can <b>adapt or change</b> the policy in a way which you think will eliminate the bias		
4. Barriers and impact identified, however having considered all available options carefully, there appear to be no other proportionate ways to achieve the aim of the policy or practice (e.g. in extreme cases or where positive action is taken). Therefore you are going to <b>proceed with caution</b> with this policy or practice knowing that it may favour some people less than others, providing justification for this decision.		

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<b>Reviewed by: (Author)</b>	Lee Goddard
<b>Date:</b>	16/09/20
<b>Review date (if applicable):</b>	
<b>Approval by: (SLT Lead)</b>	Lee Goddard
<b>Date:</b>	16/09/20