



South Gloucestershire and Stroud College

Enabling positive behaviour – learner disciplinary policy and procedure

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Resources Department**

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Approved by:	Corporation
Date:	3 July 2014

Impact assessment



Have you consulted on this policy?			
Yes <input checked="" type="checkbox"/>			
No <input type="checkbox"/>			
If yes, please give details.			
Consultation has taken place with curriculum and corporate staff and learners.			
What evidence has been used for this assessment?			
Sector research and findings.			
Could any of the groups be affected (negatively or positively)?	Positive effect	Negative effect	Evidence
Characteristics protected by the Equality Act 2010			
Age	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Does not apply <input type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Does not apply <input type="checkbox"/>	
Disability	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Does not apply <input type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Does not apply <input type="checkbox"/>	
Gender reassignment (including transgender)	Yes <input type="checkbox"/> No <input type="checkbox"/> Does not apply <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/> Does not apply <input type="checkbox"/>	
Race (including gypsy and traveller)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Does not apply <input type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Does not apply <input type="checkbox"/>	
Religion and belief	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Does not apply <input type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Does not apply <input type="checkbox"/>	
Sex	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Does not apply <input type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Does not apply <input type="checkbox"/>	
Sexual orientation (sexuality)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Does not apply <input type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Does not apply <input type="checkbox"/>	
Marriage and civil partnership	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Does not apply <input type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Does not apply <input type="checkbox"/>	
Pregnancy and maternity	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Does not apply <input type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Does not apply <input type="checkbox"/>	

Characteristics we have decided need to be considered			
Carers	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Does not apply <input type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Does not apply <input type="checkbox"/>	
People who are in care or leaving care	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Does not apply <input type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Does not apply <input type="checkbox"/>	
<p>If any negative effects are identified, are there any related policies, services, strategies, procedures or functions that need to be assessed alongside this screening?</p> <p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>If yes, please give details.</p>			
<p>Should this policy, service, strategy, procedure or function proceed to a full impact assessment?</p> <p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>			
<p>Tick whichever of the following statements is true.</p> <p>We are satisfied that an initial screening has been carried out on this policy and procedure and that a full impact assessment is not needed. <input checked="" type="checkbox"/></p> <p>We understand that the college needs an impact assessment and we take responsibility for that assessment. <input type="checkbox"/></p> <p>Completed by: <i>Sara-Jane Watkins</i> Position: <i>Vice Principal & Deputy CEO</i> Date: <i>February 2014</i></p> <p>Checked by: <i>Emma Jarman</i> Position: <i>Vice Principal</i> Date: <i>June 2014</i></p>			

Enabling positive behaviour – learner disciplinary policy and procedure

'Learners value the restorative practices that help them understand right and wrong, and encourage them to take responsibility for their actions.' Ofsted (2010)

1. Introduction

- a. At South Gloucestershire and Stroud College, we provide a supportive learning environment which recognises every learner's rights and responsibilities. We aim to treat everyone we have responsibility for with respect and dignity, and to provide a positive learning and working environment free from discrimination, harassment or victimisation.
- b. The main aim of this Enabling positive behaviour – learner disciplinary policy and procedure (this policy) is to promote the following four characteristics of positive behaviour in learners.
 - Respect
 - Responsibility
 - Resilience
 - Recognition

These characteristics help learners become more employable, so they have a better chance of finding work.

- c. Restorative practices (including mediation) approved by the Anti-bullying and Youth Justice Board, the Ministry of Justice and the Department of Education provide examples of the positive behaviour employers look for. They help learners to understand the effect their behaviour has on other people.

2. Purpose of this policy

- a. The purpose of this policy is to achieve high standards of learner behaviour while providing a clear framework for us to work within. It aims to improve behaviour and give others the chance to:
 - tell offenders about the real effect of negative behaviour;
 - get answers to questions; and
 - get an apology.

Restorative practices hold offenders to account for what they have done, help them to understand the real effect of what they have done, and make them take responsibility or make amends.

- b. An open discussion of 'what went wrong and why' will also help learners and staff to take part in the Learner Involvement Plan (which identifies opportunities for learners to be directly involved in assessing and shaping their own learning experience).
- c. The learner disciplinary procedure applies to all our learners. The procedure is set out in appendix 2.
- d. When another organisation (for example, a school or employer) has an interest in the learner, it may be appropriate to follow that organisation's procedures.
- e. In some circumstances, the learner disciplinary procedure may be adapted if it is in the learner's best interests (for example, when the learner may benefit from support from an internal or external agency).
- f. We have clear expectations and standards that learners must keep to. We will use the learner disciplinary procedure to tackle the behaviour of learners who do not meet the standards.
- g. If we need to use the learner disciplinary procedure to tackle the behaviour of sports academy and performing arts students, or those playing sport for college teams, they may be suspended from training, matches, rehearsals and performances (see appendix 2).

3. Aims of this policy

All stages of the learner disciplinary procedure are designed to promote respect, responsibility, resilience and recognition.

a. Respect

- Treating others the way you want to be treated.
- Respecting other people's freedom and property (taking care of things you are allowed to use, and not taking property without permission).
- Being tolerant and respecting others who are different from you.
- Listening to, and trying to understand, other people's points of view.
- Not judging people by their appearance.
- Solving disagreements peacefully, without violence.

- Dealing with anger peacefully and never using physical force to show anger or get what you want.
- Being polite to everyone.
- Not hurting others by embarrassing them, putting them down, or insulting them.

Self-respect is at the heart of respecting others. When learners can identify, appreciate and accept their own vulnerabilities, they will find it easier to truly respect others.

A lack of respect is usually the root cause of negative or offensive behaviour, disruption and damage to property.

b. Responsibility

- Being in charge of your choices and so your life.
- Doing the things you say you will do.
- Accepting the results that come from your actions.
- Knowing the difference between right and wrong.
- Stepping up to do something when nobody else will do it.
- Thinking things through and making informed decisions.

A lack of responsibility often leads to feelings that can result in negative behaviour.

c. Resilience

- Becoming increasingly independent, responsible and understanding.
- Being unselfish.
- Approaching people and situations with hope and trust.
- Communicating well with others, solving problems, and successfully handling negative thoughts, feelings and behaviour.

A lack of resilience is a common cause of low-level disruption and absenteeism.

d. Recognition

Recognition leads to a deeper understanding of ourselves and our environment, and increases the emotional intelligence of our learners.

4. Before the learner disciplinary procedure starts

- a. If a course tutor, personal tutor or training advisor has any concerns about a learner's progress or behaviour they must first meet with the learner to try to solve the problem informally. Also, a course tutor or personal tutor will make sure that the learner is receiving any extra support they need, in line with our Total Support Guarantee, which aims to make sure that any learner at risk of failure is referred to a wide range of support to keep them on track.

5. Judgements about behaviour

- a. Expectations and standards are set out on page 9.
- b. There are three stages to the formal disciplinary procedure, which is followed when a problem has not been solved informally. The relevant manager will use his or her judgement about the seriousness of the learner's behaviour to decide which stage of the procedure is appropriate.
 - In the case of serious misconduct, the procedure can start at stage 2.
 - In the case of gross misconduct, the procedure can start at stage 3.

6. Criminal activity

- a. We can report anything that may be a crime to the police and advise victims to do so.
- b. We may put disciplinary action on hold until any criminal proceedings have been completed.
- c. In some cases we may suspend a learner until any criminal proceedings have been completed.
- d. Mediation is not appropriate if there has been any criminal activity.

7. What the learners will receive

At each stage of the procedure the learner will receive:

- clear reasons for starting the procedure;

- details of the procedure and the consequences if the behaviour continues;
- details of the appropriate restorative practices;
- details of how to appeal;
- details of how the matter will be recorded;
- information about who will be told about the matter

8. Related documents

- Learner charter
- Single equality policy
- Learner anti-bullying and harassment policy and procedure
- Drug and alcohol abuse policy and procedure
- Code of practice for learner computer use
- Social networking policy
- Learner code of conduct
- Sports academies learner code of conduct
- Educational study visits learner code of conduct
- Total Support Guarantee

Expectations and standards

9. What learners must and must not do

a. Learners must do the following:

- Keep to the learner charter and learner code of conduct while on college premises and offsite
- Wear their lanyard and ID card
- Be polite and treat everyone with dignity and respect
- Be considerate to others and the college environment
- Fully commit to their learning experience by attending all required activities
- Be punctual and ready to learn
- Communicate regularly with their tutor
- Work hard, keep up to date with their work and make the most of opportunities to learn while at college
- Get any necessary help from the college as soon as possible
- Stay safe and not put others at risk
- Treat college property with care and follow relevant guidelines when using specialist equipment, including IT
- Follow college guidance on using social networks and mobile phones, as set out in the student handbook

b. Learners must not do the following:

- Smoke on college premises, except when in designated smoking areas
- Behave in a disruptive, aggressive, abusive, intimidating or antisocial way
- Disrupt or interfere with the education or learning of others
- Display or circulate any material which is designed to offend or distress others

- Be under the influence of alcohol or recreational drugs while at college
- Possess or use toxic, dangerous or controlled substances
- Make or send annoying, obscene, malicious or indecent phone calls, text messages, emails or any posts on social media
- Cause malicious damage to, or theft of, other people's property
- Gain unauthorised access to, or make alterations to, college files or computer materials
- Carry any weapons or any other object to be used in a threatening way
- Falsify college documents or provide work for assessment which has not been produced or authorised by them
- Take part in any illegal activity
- Behave in any way which could damage the college's reputation

10. Cause for concern – informal action

- a. If a tutor, teacher or training advisor (for work-based learners) has any concerns about a learner's academic progress or behaviour, punctuality, attendance, work or preparation for work, the tutor should work with the learner to find an appropriate solution, develop the four characteristics of positive behaviour and agree a learner action plan – cause for concern. (See appendix 3.)
- b. The tutor, teacher or training advisor must keep a copy of the agreed learner action plan on file.
- c. If the conditions of the learner action plan are not met, or if the original issue was serious, the following disciplinary procedure will be used.

11. Stage 1 – formal verbal warning from the course or subject teacher, personal tutor or training advisor

- a. This might be used in the case of offences such as:
 - breaking smoking rules;
 - breaking rules on parking;
 - erratic driving on college premises;

- not carrying out a reasonable request;
 - inappropriate behaviour; or
 - persistent problems with academic performance.
- b.** There will be a formal meeting between the learner and the tutor, teacher or training advisor, who will be acting as the 'chair' for the meeting. The learner can ask for a friend or Learning Mentor to support them, but not to speak for them.

For early college placement (ECP) learners, the ECP officer should also be present at the meeting. For 'IF', 'Work2Learn' and 'LIVE' learners, the 14-16 manager must be present.

- c.** If it is decided that action should be taken, the chair will give a formal verbal warning and confirm this in writing. They will also make sure the relevant details are recorded and added to the learner's personal file.

If the learner is under 16, the chair will send a copy of the confirmation to the learner's parent or guardian.

If the learner is under the school-leaving age and enrolled at a school, the chair will send written confirmation of the warning to the learner's school.

- d.** After the meeting, the chair and the learner will agree an action plan (see appendix 4). The action plan will try to find a solution to the problem and develop the four characteristics of positive behaviour.
- e.** If the learner does not stick to the action plan, the chair should be told, and stage 2 of the disciplinary procedure will start.
- f.** If appropriate, learners should be given the opportunity to have the formal verbal warning deleted from their personal file through being involved with restorative practices or mediation.

You can view a best-practice guide to restorative practices by clicking on the link below.

www.restorativejustice.org.uk/resource/best_practice_guidance_for_restorative_practice_2011/

Guidance on mediation is given in appendix 12 of this document.

12. Stage 2 – written warning from the head of department

- a.** This stage of the disciplinary procedure will start if:
- the learner fails to keep to the action plan agreed at stage 1; or

- stage 1 is skipped because the matter giving rise to the disciplinary action is relatively serious (for example, inappropriate behaviour towards others, verbal abuse, swearing or serious misbehaviour in class or on college premises).
- b.** There will be a formal meeting between the learner, the tutor, teacher or training advisor and the head of department, who will chair the meeting. The learner can ask for a friend or Learning Mentor to support them, but not to speak for them.

For ECP learners, the ECP officer must also be present at the meeting. For 'IF', 'Work2Learn' and LIVE learners, the 14-16 manager must be present.

- c.** If it is decided that action should be taken, the chair will issue a formal written warning. They will also make sure the relevant details are recorded and added to the learner's personal file.

If the learner is under 16, the chair will send a copy of the warning to the learner's parent or guardian.

If the learner is under school-leaving age and enrolled at a school, the chair will send a copy of the warning to the learner's school.

- d.** After the meeting, an action plan will be agreed between the learner and the course tutor or training advisor (see appendix 6). The action plan will try to find a solution to the problem and develop the four characteristics of positive behaviour.
- e.** If the learner does not stick to the action plan, the chair should be told, and stage 3 of the disciplinary procedure will start.
- f.** If appropriate, learners should be given the opportunity to convert a written warning to a formal verbal warning through being involved with restorative practices or mediation.

You can view a best-practice guide to restorative practices by clicking on the link below.

www.restorativejustice.org.uk/resource/best_practice_guidance_for_restorative_practice_2011/

Guidance on mediation is given in appendix 12 of this document.

13. Stage 3 – Code-of-conduct contract or exclusion

- a. This stage of the disciplinary procedure will start if:
- the learner fails to keep to the action plan agreed at stage 2; or
 - stages 1 and 2 are skipped because the matter is serious (for example, intimidation, bullying – with or without physical contact – cheating in exams or passing off someone else’s work as their own, or serious misbehaviour in class or on college premises).
- b. The Head of Faculty can recommend that the learner is suspended. The Vice Principal Curriculum, acting on the authority of the College Principal, will then decide whether or not to suspend the learner.

If the learner is suspended, the written confirmation (see appendix 8) will be sent to the learner. That confirmation will give the reasons for the suspension and a date for a stage-3 meeting.

If the learner is under 16, a copy of the confirmation will also be sent to the learner’s parent or guardian.

If the learner is under school-leaving age and enrolled at a school, if the Vice Principal Curriculum agrees, the 14-16 manager will contact the school to ask them to exclude the learner from college. The request will include evidence to support the need for the learner to be excluded.

- c. There will be a formal meeting between the learner, the tutor, teacher or training advisor and the Head of Faculty, who will chair the meeting. The learner can ask for a friend or Learning Mentor to support them, but not to speak for them.

If the learner is under 16, their parents or guardians will be invited to the meeting.

For ECP learners, the ECP officer must also be present at the meeting. For ‘IF’, ‘Work2Learn’ and LIVE learners the 14-16 manager must be present.

- d. If it is found that action should be taken against the learner, the learner will either be:
- allowed to stay at college under a code-of-conduct contract (see appendix 9); or
 - immediately excluded from the college.

The decision to exclude the learner will be made by the Vice Principal Curriculum, acting on the authority of the College Principal.

- e. If a code-of-conduct contract is issued, the Head of Faculty will send the learner a formal letter confirming this. They will also make sure that relevant details are recorded and added to the learner's personal file.
- f. Code-of-conduct contracts aim to develop the four characteristics of positive behaviour. If a learner refuses to sign the contract they will immediately be excluded from the college. The decision to exclude the learner will be taken by the Vice Principal Curriculum, acting on the authority of the College Principal.

If the learner is under school-leaving age and enrolled at a school, if the Vice Principal Curriculum agrees, the 14-16 manager will contact the school to ask them to permanently exclude the learner from college. The request will include evidence to support the need for the learner to be excluded from college.

- g. The contract is to be monitored carefully. If the learner doesn't keep to its terms, they will immediately be excluded from the college. The decision to exclude the learner will be taken by the Vice Principal Curriculum, acting on the authority of the College Principal

If the learner is under school-leaving age and enrolled at a school, if the Vice Principal Curriculum agrees, the 14-16 manager will contact the school to ask them to exclude the learner from college. The request will include evidence to support the need for the learner to be excluded from college

- h. Learners should be given the opportunity to take part in restorative practices or mediation as a way of settling an issue.

You can view a best-practice guide to restorative practices by clicking on the link below.

www.restorativejustice.org.uk/resource/best_practice_guidance_for_restorative_practice_2011/

[Guidance on mediation is given in appendix 12 of this document.](#)

- i. If a learner is excluded from college, the Vice Principal Curriculum will send the learner a formal letter confirming this, and giving details of the appeals procedure. If the learner is under 16, a copy of the letter will be sent to the learner's parent or guardian.

If the learner is under school-leaving age and enrolled at a school, a formal letter about the exclusion from college will be sent to the learner's school.

In all cases, appeals will be managed by the learner's school.

14. Appeals procedure

- a.** A learner may appeal within seven working days of stage 3. They should do this by sending the Vice Principal Learner Services a letter or email setting out why they feel they should not be excluded.
- b.** The Vice Principal Learner Services will write to the learner within five working days to confirm the date of the appeal meeting.
- c.** There will be a formal meeting between the learner, the Head of Faculty, any relevant members of staff, and the Vice Principal Learner Services, who will chair the meeting. If the learner is under 16, their parents or guardians will be invited to the meeting.

The learner can ask for a friend or mentor to support them, but not to speak for them.

- d.** The Vice Principal Learner Services may decide to:
 - agree with the appeal and let the learner return to college without attaching any conditions;
 - let the learner return to college under certain conditions (which may include getting involved in restorative practices); or
 - reject the appeal.

15. Returning to college after being excluded

- a.** Learners who are excluded from college and whose appeal (if any) has been rejected will not be allowed to enrol at the college again for a period of two years from the date they were excluded. This information will be stored against their records.
- b.** After two years, an excluded learner can apply to return to college by writing to the Vice Principal Curriculum.
- c.** The Vice Principal Curriculum will decide whether or not the learner can enrol, and may arrange a meeting for the learner to present their case.

Appendix 1

Disciplinary procedure for sports academy, sports team and performing arts learners

Stage of disciplinary procedure	Penalty
Action plan	Seven days' suspension from training and matches or rehearsals and performances. Letter to parent or guardian if under 16.
Stage 1	14 days' suspension from training and matches or rehearsals and performances. Letter to parent or guardian if under 16.
Stage 2 – yellow card	28 days' suspension from training and matches or rehearsals and performances. Letter to parent or guardian if under 16.
Stage 3 – red card	56 days' suspension from training and matches or rehearsals and performances. Letter to parent or guardian if under 16.
Stage 4	Permanent suspension from training and matches or rehearsals and performances. Letter to parent or guardian if under 16.

Serious misconduct will be fast tracked to the appropriate stage of the disciplinary procedure after consulting the Head of Faculty and the Head of Department for Sport or Head of Department for Performing Arts.

Once a learner has been removed from a yellow card (that is, their 28 days' suspension has ended), they will return to stage 2 automatically if they re-offend unless they have genuinely tried to tackle their behaviour.

Trigger Point	Stage of Procedure	RESTORATION & BEHAVIOUR	Sport Academies	Performing Arts/Art
Concerns raised about academic progress or behaviour.	Cause for Concern A meeting is held with the learner to discuss and agree an action plan, which will be recorded in the learner's individual learning plan (ILP).	Actions agreed to develop positive behaviour.	Action Plan – seven days' suspension from training and matches or rehearsals and performances. If the learner is under 16, a letter is sent to their parents or guardian.	Action Plan – a discussion is held between the learner, the director and the head of department.
Failure to keep to the action plan. Poor behaviour (for example, persistent breaking the rules on smoking, dangerous driving on college premises, refusing to carry out reasonable requests, failing to display ID).	Stage 1 – formal verbal warning A formal meeting is held with the learner and the relevant tutor or teacher to agree an action plan, which will be recorded in the learner's individual learning plan (ILP). If the learner is under 16, a letter is sent to their parents or guardian.	The learner is given the opportunity to make good the situation or take part in restorative practices.	Stage 1 – 14 days' suspension from training and matches or rehearsals and performances. If the learner is under 16, a letter is sent to their parents or guardian.	Stage 1 – The learner's role is at risk. If the learner is under 16, a letter is sent to their parents or guardian. The learner will lose their role if there is a further incident.
Failure to carry out the actions identified at stage 1. Serious misconduct (for example, bullying, serious disrespect, verbal abuse, inappropriate behaviour towards others in class, on college premises and during college activities off the premises).	Stage 2 – formal written warning A formal meeting is held with the learner and the head of department, and an action plan is recorded in the learner's individual learning plan (ILP). If the learner is under 16, a letter is sent to their parents or guardian.	The learner is given the opportunity to make good the situation or take part in restorative practices. If the measure is successful, the stage 2 formal warning can be removed from the learner's record.	Stage 2 – yellow card. 28 days' suspension from training and matches or rehearsals and performances. If the learner is under 16, a letter is sent to their parents or guardian.	Stage 2 – The learner will be removed from their role. Alternative work will be set for the learner. If the learner is under 16, a letter is sent to their parents or guardian.
Failure to carry out the actions identified at stage 2. Gross misconduct (for example, intimidation or physical bullying, cheating and plagiarism (passing other people's work off as your own), drug or alcohol abuse).	Stage 3 A meeting is held between the learner and head of faculty, and the parent or guardian if the learner is under 16. The learner may be excluded at this stage (by the VP Curriculum) or a Code of Conduct Contract will be issued. Either outcome is recorded in the learner's individual learning plan (ILP). If a code of conduct contract is issued and the learner fails to keep to it, they will be excluded.	The learner is given the opportunity to make good the situation or take part in restorative practices. If the measure is successful, the disciplinary action will stay on the learner's record, but their positive actions may support the case for not excluding them.	Stage 3 – red card 56 days' suspension from training and matches or rehearsals and performances. If the learner is under 16, a letter is sent to their parents or guardian.	Stage 3 – The learner continues to be suspended until a decision is made on whether or not to exclude them. If the learner is under 16, a meeting will be held between their parent or guardian and the head of faculty.

Appeals Process: A learner may appeal at any stage of this procedure. At Stage 1, this would be to the Head of Department, at Stage 2 the Head of Faculty, at Stage 3 the Vice Principal Learner Services and Quality – all of these can be made as a verbal appeal. In the event of dismissal, a written appeal stating why the appeal is being lodged should be made in writing within 7 days to the Vice Principal Learner Services and Quality

Appendix 3



Learner action plan – cause for concern

Name of learner:

Course:

Tutor or training advisor:

Date:

<p>Tutor's or training advisor's comments (Reasons for action plan)</p> <p style="text-align: center; font-size: 2em; font-family: cursive;">Sample Form Only</p>		
General actions for learner	By date	Date achieved
Actions to promote respect		
Actions to promote responsibility		
Actions to promote resilience		
Actions to promote recognition		
Actions for tutor or training advisor (to support the learner's targets)		
Restorative practices suggested, offered and agreed		
Monitoring update (record progress and further actions if necessary)		
Date: _____		
<p>Tutor's or training advisor's signature:</p> <p>Learner's signature:</p>		

Appendix 4

Learner action plan



Stage 1 – formal verbal warning

Name of tutor or training advisor who gave the warning:

Date warning was given:

Name of learner:

Course:

Course tutor or training advisor:

Head of Faculty:

Date of incident:

Reported by:

Give a brief description of the incident and action taken.

Targets		
Actions to promote respect	Who by?	Review date
Actions to promote responsibility		
Actions to promote resilience		
Actions to promote recognition		

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

Learner's signature:

Staff signature:

Summary review date:

Course tutor leading the review:

Outcomes of review:

Copy to: Learner
 Learning Mentor

Appendix 5

< *Date* >
< *Addressee* >

Dear

Stage 1 – formal verbal warning

I have had to give < *name* > a verbal warning for < *reason for warning* >.

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

I am sure < *name* > will aim to meet the targets in the action plan and we look forward to seeing improvements.

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

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

Yours sincerely

Sample Letter Only

< *Tutor's/Training Advisor's Name* >
< *Title* >
< *Contact Details* >

Enclosed: Learner action plan

Copy to: Learner's personal file
 Parent or guardian (if appropriate)
 Learning Mentor

Appendix 6

Learner action plan



Stage 2 – written warning

Name of department head who gave the warning:

Date the warning was given:

Name of learner:

Course:

Course tutor or training advisor:

Date of incident:

Reported by:

Give a brief description of the incident and action taken.

Targets		
Actions to promote respect	Who by?	Review date
Actions to promote responsibility		
Actions to promote resilience		
Actions to promote recognition		

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

Learner's signature:

Staff signature:

Summary review date:

Course tutor or teacher leading review:

Outcomes of review:

Copy to: Learner
 Learning Mentor

Appendix 7

< Date >

< Addressee >

Dear

Stage 2 – written warning

I have had to give < name > a written warning for < reason for warning >. This is following the verbal warning given on < date >. Unfortunately, < name > has not met the targets set at that time, so we have agreed a further action plan

I have had to give < name > a written warning for being involved in an incident of serious misconduct on < date >. That serious misconduct was <details of incident>.

* delete as appropriate

I enclose a summary of the warning and the agreed action plan resulting from it.

I am sure < name > will aim to meet the targets in the action plan and we look forward to seeing improvements.

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

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

Yours sincerely

< HoD's Name >

< Title >

< Contact Details >

Enclosed: Learner action plan

Copy to: Learner's personal file
Parent or guardian (if appropriate)
Learning Mentor

Appendix 8

< Date >

< Addressee >

Dear

Stage 3 – code-of-conduct contract or exclusion

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

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

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

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

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

Yours sincerely

< *Head of Faculty Name* >

< *Title* >

< *Contact Details* >

Enclosed: Enabling positive behaviour – learner disciplinary policy and procedure
Report or action plan relevant to the meeting

Copy to: Vice Principal Curriculum
Parent or guardian (if appropriate)
Learning Mentor
Head of Department
Course tutor, teacher or training advisor



Appendix 9

Stage 3 – code-of-conduct contract

Name of Head of Faculty issuing this contract:

Date the contract was issued:

Name of learner:

Course:

Course tutor or training advisor:

Date of incident:

Reported by:

Give a brief description of the incident and action taken.

Targets		
Actions to promote respect	Who by?	Review date
Actions to promote responsibility <div style="text-align: center; font-size: 2em; opacity: 0.5;">Sample Form Only</div>		
Actions to promote resilience		
Actions to promote recognition		

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

Learner's signature:

Staff signature:

Summary review date:

Course tutor or training advisor leading the review:

Outcomes of review:

Copy to: Vice Principal Curriculum
 Learner
 Learning Mentor
 Course tutor or training advisor and head of department

Appendix 10

< Date >

< Addressee >

Dear < Learner Name >

Outcome of stage-3 meeting – code-of-conduct contract

The outcome of the meeting on < date > was as follows.

< Insert outcomes/actions >

If you do not keep to the code-of-conduct contract, you will have to leave the college.

I look forward to seeing you take responsibility for your actions and respond in a positive way. Your success is important to us. However, there must be an equal partnership and commitment from you.

Yours sincerely

Sample Letter Only

< Head of Faculty Name >

< Title >

< Contact Details >

Enclosed: Code-of-conduct contract
Enabling positive behaviour – learner disciplinary policy

Copy to: Vice Principal Curriculum
Learner's personal file
Parent or guardian (if appropriate)
Learning Mentor
Head of Department
Course tutor, teacher or training advisor

Appendix 11

< Date >

< Addressee >

Dear < Learner Name >

Outcome of stage-3 meeting – exclusion

The outcome of the meeting on < date > was as follows.

< Insert outcomes/actions >

You can appeal against the decision to exclude you. I enclose a copy of the Enabling positive behaviour – learner disciplinary policy and procedure. This gives information on the appeals procedure (see page 14).

Yours sincerely

< Vice Principal Curriculum Name >
< Vice Principal Curriculum >
< Contact Details >

Sample Letter Only

Enclosed: Enabling positive behaviour – learner disciplinary policy

Copy to: Vice Principal Curriculum
Learner's personal file
Parent or guardian (if appropriate)
Learning Mentor
Head of Department
Course tutor, teacher or training advisor

Appendix 12

Guidelines for mediation

The mediator will normally be a member of the relevant faculty or department. The mediator can help to settle disputes through the following procedure.

- Each party explains the problem as they see it, in an individual meeting with the mediator.
- The mediator identifies and records the main issues for both parties.
- After the end of the individual meetings, the mediator finds out whether or not the parties are willing to meet together, with the mediator. If both parties agree, this is the point when real mediation can take place.
- At the joint meeting, led by the mediator, both parties express their opinion with only one person allowed to speak at a time. The mediator firmly controls the meeting to make sure it does not turn into a battle.
- The mediator sets up a plan of action which both parties agree to.
- A follow-up meeting is agreed and the situation monitored at agreed intervals.

Outcomes are likely to involve apologies, changes in behaviour, and perhaps some help achieve this (for example, anger management or other skill improvements).