



## **COLLEGE EXPECTATIONS POLICY**

<b>Originator:</b>	<b>Vice-Principal (Student Engagement)</b>
<b>Date of Last Approval:</b>	<b>8 June 2018</b>
<b>Approval/review by:</b>	<b>Local Academy Board</b>
<b>Review interval (years):</b>	<b>1</b>
<b>Date of next review/approval:</b>	<b>June 2019</b>

**PARK SIXTH**

## **Principles**

- Respect for one another
- Tolerance towards one another
- Empathy for others
- Kindness

## **Aim**

The College Expectations policy is designed to encourage all students to behave in a way which will enable them and others to enjoy their time at College, learn, achieve and progress.

## **Objectives**

- To ensure all students know and understand what the College expects of them
- To help all students meet College expectations
- To provide staff with clear guidelines in supporting students to consistently meet College expectations
- To provide a transparent, workable and realistic framework for the consistent management of all behaviour-related issues.
- To support the re-engagement of students who have not met College expectations

## **Approach**

- The College Expectations Policy reflects a partnership between all members of the College.
- The College Expectations Policy is positive in nature and seeks to be preventative rather than punitive in approach and to maximise re-engagement
- College staff implementation of the policy will support students to consistently meet College expectations

## SECTION 1

### COLLEGE EXPECTATIONS

Students are expected to achieve the following expectations:

- Good attendance and punctuality
- Meeting of work deadlines
- Work completed to the best of their ability
- Co-operate with staff

These expectations are incorporated into a learning agreement which all students sign on enrolment under the heading 'commitment to the College' and are shown below:

The College is committed to providing an environment in which students can meet the terms of the learning agreement. The learning agreement also sets out the College's commitment to students as shown below:

- A secure environment where everyone feels safe
- A commitment to fairness, equality of opportunity and respect of all members of the College community
- Clear processes for listening to student views, handling complaints and addressing any problems we may have in delivering these commitments
- A partnership with parents/carers to ensure that we can all work together to deliver success to students

#### **Good Attendance and Punctuality**

The College expects students to attend every lesson on time. Staff must complete registers in a timely and accurate manner to ensure our attendance systems are effective in supporting student learning. Teaching staff will take a register during each session. They should note that details of some absences may already have been entered centrally and these should not be overwritten.

Lateness should be acknowledged and recorded as a number of minutes late. Appropriate support should be put in place for students with persistent poor punctuality.

Both academic tutors and subject teachers are responsible for discussing with students incidences of unexplained absences and lateness. An automated text message will be sent home to students with an attendance below 95%. Subject teachers and academic tutors should telephone home if appropriate to alert parents/carers of any and concerns related to their son or daughter. A record of the phone call needs to be inputted into Cedar. They should liaise with either their Curriculum Lead or Achievement Lead as appropriate.

#### **Meeting of Work Deadlines**

Students are expected to complete and submit work to set deadlines. In cases of students not submitting work to a set deadline, subject teachers must discuss the incident with the student. Alternative arrangements for submitting the work need to be agreed. Subject teachers should liaise with their Curriculum Lead, if late or non-submission is repeated and appropriate support put in place.

### **Work Completed to Expected Standard**

Students are expected to complete and submit work to the expected standard. Subject teachers need to discuss the reasons for students not meeting the expected standard of work and support provision put in place. Discussion with Curriculum Leads and with parents and / or carers should also take place if submitted work continues to be below the expected standard. Students must attend identified support activity provided.

### **Co-operation with staff**

Students are expected to cooperate with staff instructions. Staff should have a quiet, and if appropriate private, conversation with a student behaving in unacceptable way. They should discuss with the student the reason for them behaving in the way they are and agree any changes in task/activity/situation as necessary in order for the student to meet College expectations. If the behaviour is occurring in class, the conversation may take place during or after the lesson and the student should remain in the class.

### **Parent Meetings**

Parents/guardians should be contacted as appropriate if their son or daughter is not meeting College expectations. Teacher concerns should be recorded on Cedar along with a phone call home to discuss the matter with the parent/guardian. If College expectations continue not to be met, the matter should be discussed with a line manager. Following this discussion, a meeting with the parent/guardians of the student concerned may be necessary.

AL/ CL/manager will invite by letter or by phone the student and his/her parents/carers to attend a meeting to discuss their concerns that he or she is not meeting College expectations.

In preparation for the parental meeting, the teacher and their curriculum lead(CL) or achievement lead (AL) or college manager should download from Cedar relevant information on the student's attendance, punctuality, behaviour, meeting of work deadlines and any support which has been provided. .

At the meeting, all parties present will discuss the identified concern and ways in which they can be addressed by the student and teacher(s). A summary record of the meeting will be inputted into Cedar. Further parental meetings will take place as necessary.

A parental meeting with a member of College Leadership should take place for any student at serious risk. The College Leader will chair the meeting and will consider available options available to the student. In exceptional cases, such as repeated failed mandatory assignments or external assessment, the student will have failed their course and have to be withdrawn from it.

### **Serious Breach of the Learner Agreement**

In cases where a student is suspected of being involved in violence, harassment, in possession of or under the influence of alcohol and/or drugs, and further investigation is required or there is a risk to student(s), it may be necessary to suspend a student(s) from College. The suspension will be with immediate effect pending an investigation. Such a suspension is not itself a disciplinary action and will only be taken when it is needed to protect students, staff or College property. Only the Principal or a member of the Leadership Team formally deputising for the Principal will have the authority to issue such a suspension. In the event of the Leadership Team not being in College, an AL/CL or a

member of the Primary Safeguarding Team, in liaison with the former, will assume this authority.

If such action is taken, the Principal or member of staff acting with the Principal's authority must contact home to advise parents/carers of the suspension. A letter should be sent to the student and parents/carers setting out the reasons for the suspension and setting up an investigative meeting as soon as possible. The investigation will be carried out by a manager nominated by the Principal, and may involve interviews with other witnesses including students and staff.

Depending on the outcome of the investigation a Disciplinary Panel meeting may be arranged as outlined above

The Principal or member of the Leadership Team will write to the student and his/her parents/carers outlining the serious breach of the learner agreement. The letter will ask the student and the parents/carers to attend a formal Disciplinary Panel at the College giving notice of at least 5 working days or earlier by mutual consent. The letter will ask for immediate confirmation by telephone that the student and the parents/carers will attend. If the original appointment is problematic a further appointment will be negotiated.

The Disciplinary Panel will be made up of two members of the Leadership Team. These members of staff must not have had any part in the issues involved. At the hearing, the member of the Leadership Team will present the reasons for taking disciplinary action. The student and/or the parents/ carers will then be able to respond to the points and issues raised.

Once the Panel is satisfied that it has as full an understanding of all views and issues as possible, the meeting will conclude. The Panel members will consider all of the presented information and decide if any disciplinary action is required. Their decisions will be set out in a letter to the student which is copied to the parents/ carers and to the Curriculum Leader or Achievement Leader within 5 working days. The Panel has the authority to take any appropriate disciplinary action up to permanent exclusion of the student from College. The letter outlining the decision of the Panel will also set out the process for an Appeal.

## **Appeals**

If the student or the parents/carers have serious concerns regarding the conduct and or process of the Disciplinary Panel/Re-Engagement Panel/Admissions and Review Panel they have the right of appeal. If they wish to appeal they should write to the Principal setting out the reasons for the appeal within 5 working days of receipt of the letter from the Disciplinary Panel/Re-Engagement Panel/Admissions and Review Panel.

The Appeals Panel will consist of at least one member of the Local Academy Board who is not an employee or student of the College who will chair the Panel; a senior member of the College's staff and a third member who may be another member of the Local Academy Board as above or an independent person invited by the Chair. None of the members of the Appeals Panel will have had any previous involvement in the issues being examined so that they can give a fresh and independent view.

The Appeals Panel will operate following the same process and guidelines set out above for the Disciplinary Panel. The Appeals Panel can confirm the outcome of the original

Disciplinary Panel/Re-Engagement Panel/Admissions and Review Panel, or it can reduce or remove disciplinary action as it sees fit.

The Appeals Panel is the final action available within the College's processes. If the student or parents/carers feel that the disciplinary process has not been properly or fairly operated, they have a right to complain to the Educational and Skills Funding Agency, which will be set out in the letter informing all parties of their decision.

This process has been designed to ensure fairness for everyone involved. If at any stage the Chair of a Panel feels that alterations to the procedures are required to maintain fairness, they have the authority to adapt them as necessary. The details of any such changes, and the reasons for them, must be provided in writing to all parties.

### **Related Policies and Procedures**

- College Expectations
- Student Disciplinary Process Summary
- Enrolment Guidance
- Cedar Guidance
- Staff Handbook
- Student Learning Agreement
- Safeguarding Policy