

Document Title	Behaviour Support and Disciplinary Policy
Type of document	Corporate
Brief summary of contents	Policy in support of behaviour management and disciplinary procedures in the event of behavioural issues
SLT member responsible for policy	Vice principal: Curriculum
Date written	1 st August 2023
Date last revised	New Policy
This document replaces	Previous Behaviour Support and Disciplinary Policy
Approval route/consultation	SLT, ELT
Head of Department (HOD) responsible for policy	Vice Principal: Curriculum
Author of policy	Vice Principal: Curriculum
Contact details	Execadmin@RNNGroup.ac.uk
Publication location	Metacompliance, Portals, websites
Date of final approval	29 th August 2023
Date policy becomes live	1 st September 2023
Review period	Annual
Related documents	N/A
Keywords	Behaviour, support, discipline, disciplinary
Training needs	All Staff

**This document is only valid on the day of printing
Controlled Document**

This document has been created following the RNN Group policy production guidelines. It should not be altered in any way without the express permission of the author or HOD detailed above.

Behaviour Support and Disciplinary Policy

Version 1.0

1st September 2023

Version Control Table

Date	Version No	Summary of Changes	Changes Made By
1 st August 2023	1.0	Creation of policy	Laura Reid/Mark Ryan

All or part of this document can be released under the Freedom of Information Act 2000

Table of Contents

Section	Description	Page
1.	Purpose and Scope	5
2.	Aims	5
3.	General Principles	5
4.	Behaviour deemed Misconduct and Serious Misconduct	7
5.	Suspension	8
6.	Criminal Behaviour	8
7.	Failure to meet academic standards	8
8.	Support for students with Education Health Care Plans (EHCP)	9
9.	14 – 16-year-old students	9
10.	Student Disciplinary Procedure	9
11.	Stage 4 – Exclusion Panel	11
12.	Appeals	11

Appendices

Section	Description	Page
1.	Procedure flowchart	13
2.	High Expectations	14
3.	Behaviour Contract	15
4.	Behaviour Action Plan	16
	Informal Warning	17
	Stage 2 - Student Disciplinary meeting request	18
	Formal written warning - Student Disciplinary Outcome letter (Stage 2)	19
	Stage 3 - Student Disciplinary meeting request	20
	Stage 3 - Student Disciplinary meeting request, following suspension	21
	Stage 3 – Formal written warning – Student Disciplinary Outcome letter	22
	Notification of exclusion letter	23

1. Purpose and scope

- 1.1 The RNN Group (hereinafter referred to as the 'Group') is committed to promoting and maintaining an environment where positive and professional behaviours are demonstrated at all times. Which equips all students with the life skills they will require to become a successful citizen.
- 1.2 The Group promotes strong relationships built on trust, equality and respect. These are encompassed in the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- 1.3 The purpose of this policy is to help learners take responsibility for their own behaviour and for the consequences which may arise as a result of their behaviour choices.
- 1.4 The policy applies to all students and staff during all college related activities and events both within and outside of the Group buildings.

2. Aims

- 2.1 The policy aims to clearly outline the Group's High Expectations and all steps which will be taken to model and develop these behaviours with students.
- 2.2 The Policy requires everyone to follow the provisions contained herein, leading to:
 - Empowerment for staff and improvement to staff wellbeing.
 - Collaborative working and shared values.
 - Improved communication and sharing of information.
 - Consistent practice across curriculum areas and campuses.
 - Reduction in higher level disciplinaries.
 - Increased retention and student satisfaction.

3. General Principles

- 3.1 Staff to role model good behaviour
 - a) Developing and maintaining positive relationships underpins and is key to the success of the implementation of a positive behaviour policy, examples here include meeting and greeting students whenever a staff member encounters them; a smile and a hello can help a student feel welcomed and valued. It is essential that staff provide a role model of calm adult behaviour and emotional control which separates the behaviour from the individual student examples here include maintaining a calm response to challenging behaviour; not matching the level of emotion the student may be displaying.
 - b) Underpinning the positive behaviour approach is the simple reality that everyone likes to be praised for what they do well. Studies show that staff who praise students achieve better results from them and from other students who notice and copy this good behaviour.
 - c) In order to set high expectations for students, staff need to promote a positive culture, which will focus on reward and recognition instead of punitive action.
 - d) Minimum expectations of staff;

- Consider every day as a fresh start.
- Greet all students at the door in a friendly and respectful manner.
- Model respectful language always.
- Be interested in who the students are as individuals.
- Engage students in decision making within the classroom or workshop where possible.
- Teach and model excellent practice.
- Use affective statements and questions to ensure that mood is considered throughout the session.
- Reward, reward, reward.
- Never remove a reward once given.
- Whole group punishments are never fair or justified.
- Sanctions should always be proportionate.

3.2 Group High Expectations

- a) The Group's High Expectations will be shared with all students prior to and during Welcome Week at the beginning of the academic year. They outline the professional behaviours and attitudes which we expect students to adhere to. These expectations apply to students whilst on Group premises, when taking part in Group organised activities off campus and including any activities which may be delivered online.
- b) All students are expected to take responsibility for their own learning by:
- Displaying positive attitudes and professional behaviour at all times.
 - Working hard to achieve agreed goals and completing work to high, industry standards.
 - Maintaining positive attendance records.
 - Organising and participating in meaningful work experience and enrichment activities which further personal development.
 - Regularly checking personal progress and recording the knowledge, skills and behaviours developed to support next steps.
 - Respecting the safety of others by adhering to the Group's rules.
 - Being caring, courteous and inclusive.
 - Showing respect and consideration for one another.
 - Valuing the Group environment and resources through keeping all areas clean, safe and tidy.
 - Updating Tutors should any personal details or circumstances change.

3.3 Maintaining a healthy and safe campus

It is the responsibility of all Group staff to reinforce the Group's High Expectations, ensuring that our campus' are clean, tidy and safe. Should staff discover students in areas where they have

left litter or who may be smoking in non-designated areas (including the use of vapes), students should be challenged and asked to tidy up the area / move to a designated smoking area. Vapes are not permitted on Group premises outside of designated smoking areas. If students are no longer in the area where litter has been left or refuse to move from non-designated smoking areas, then these matters should be reported to the Director of Campus so that CCTV can be reviewed. Appropriate intervention will be applied for the individual/group of students as a result.

4. Behaviour deemed Misconduct and Serious Misconduct

This guidance is intended to assist students and staff in identifying those forms of behaviour which are considered unacceptable and which may result in disciplinary action being taken against students.

4.1 Unacceptable Conduct:

Any conduct that adversely impacts on teaching and learning is disrespectful to other members of the Group or to the individual College community. This includes any direct or indirect discrimination or harassment of protected characteristics (as defined in the Equality Act 2010), any conduct where Group property is damaged, or any behaviour which breaches the Group's High Expectations (see Appendix 1). In most cases, the use of mobile phones and devices to support learning will be encouraged, however there will be times when mobiles should not be used and once stated, these rules should be respected and adhered to. Inappropriate behaviour on social media (including that directed towards others students) will be challenged. Some examples of misconduct could also be gross misconduct, depending on their seriousness. The Group will review the individual circumstances to determine this.

4.2 Examples of Misconduct: (usually managed at stage 1 or 2)

Where normal behaviour management approaches have been exhausted and the student continues to fail to respond to staff instructions, guidance and reprimands.

- Persistent lateness or absences (including to online learning activities).
- Disrespectful attitudes and behaviours towards others (including online) which may include protected characteristics as outlined in the Equality Act 2010.
- Inappropriate language.
- Persistent lateness in submitting work or non-completion.
- Persistent failure to engage with and/or to complete tasks set.
- Persistent use of non-work-related software/web pages/social media in class or using Group IT equipment.
- Preventing others from learning.
- Anti-social behaviours or attitudes.
- Disrespectful behaviour towards Group resources, facilities and environment e.g. damaging learning resources, leaving litter, not leaving social spaces tidy.
- Plagiarism (depending upon level of severity, this may be dealt with immediately at Formal Stage 1 or 2).

4.3 Examples of Serious Misconduct: (usually managed at stage 2 or 3)

- Bullying, harassment or intimidating behaviour – including text/cyber bullying.
- Abuse of the Group’s computer network including inappropriate use of the internet.
- Breaches of the Equality, Diversity and Inclusion policy and practices of the Group, for example racist, homophobic or sexist comments.
- Behaviour of a sexualised nature which would be identified as sexual harassment or sexual violence
- Bringing the Group into disrepute either on or off premises, and during or outside of the Group’s normal operating hours.
- Plagiarism (depending upon the level of severity - this may be dealt with immediately at Formal Stage 1 or 2)
- Malpractice (academic cheating)
- Theft.
- Damage to property.
- Violence or threats of violence or criminal activities.
- Serious breaches of the Health and Safety requirements of the Group.
- Possession of a weapon.
- Possession, use or dealing of any illegal substances including alcohol.
- Incapacity or inability to undertake studies caused by being, admitting to being, or appearing to be, under the influence of alcohol, illegal drugs, solvents or substances, or through the misuse of legally prescribed or non-prescribed drugs.

5. Suspension

Where behaviour poses a risk to the learner, other learners, staff or the Group, a fixed term suspension may be used to provide an opportunity to keep everyone safe and to allow time to investigate concerns. This must be confirmed to the parents or carers of those under 18 (or under 24 in the case of learners subject to an Education, Health and Care Plan (EHCP)), before the learner is asked to leave the premises and followed up in writing to the learner and parents if under 18 or under 24 if subject to an EHCP. The decision to suspend a learner can be made by Curriculum Manager or Director of Campus.

6. Criminal Behaviour

The Group reserves the right to report potential or suspected criminal activity to the police, and/or to advise victims of such activity of their right to do so. If an incident is serious and of a criminal nature, the group may defer disciplinary action pending the outcome of any criminal proceedings. In some circumstances, the Group may also take the decision to suspend the student until the outcome of such proceedings is known.

7. Failure to meet academic standards

7.1 All courses depend on high levels of commitment, completion of tasks set and the production of required work by the student. This will include, but will not be limited to:

- completion and submission of assignments/course work on time

- completion of homework and research set to aid learning
 - engagement and progress being made in class (including online)
 - completion of any work placement required by the course
- 7.2 Any student who fails to meet these requirements without satisfactory explanation will be regarded as neglecting their academic obligations. In the first instance, the Tutor will hold a review meeting which will be recorded on ProMonitor (under Manage Learner Meetings) to set intervention targets in order to support students in catching up; this may include a requirement to complete work under staff supervision during lunchtimes or in non-timetabled hours. Should a student fail to meet these targets without satisfactory explanation and the student's performance still does not improve, the Curriculum Team Leader (including Maths and English Leads (MELs)) will initiate the Behaviour Support & Intervention procedure.
8. [Support for students with Education Health Care Plans \(EHCP\)](#)
The Group has a responsibility under the SEND Code of Practice to liaise with the Local authority where a student has an EHCP and is potentially at risk of losing their place. The SEND/ High Needs Manager should be informed and provide advice at all stages of the Student Behaviour & Intervention procedure.
9. [14 – 16-year-old students](#)
- 9.1 All students enrolled as Elective Home Educated Learners or on a school partnership programmes are subject to the procedures set out below. In addition to any actions by the Group, a school may also instigate their own processes. If this is the case the Group and School should work together to ensure the appropriate process is used to maximise the chance of re-engagement, avoid duplication and to ensure that a shared and consistent approach is provided wherever possible. Causes for concern regarding 14-16 year olds should be referred in all instances to the 14 – 16 Co-ordinator who will notify the parents/school, co-ordinate a meeting with the Local Authority/ school lead and where the relevant college tutor may attend. Depending on the nature of the issue it may be appropriate for the school pupil and their parent / carer to also attend any such meeting.
- 9.2 **Under no circumstances should 14-16 students be sent home or back to school without the knowledge and agreement of the School Partnership Lead, School Staff and parents/carers/guardians.**
10. [Student Disciplinary Procedure](#)
All disciplinary meetings / actions must be recorded on ProMonitor and be visible to students. Student Support colleagues should be invited to support where possible and appropriate throughout the procedure.
- 10.1 Stage 1 informal warnings
- a) Any member of staff may (and should, where appropriate) challenge student behaviour using informal warnings. A meeting must take place between the student and an appropriate staff member to identify and address the reasons for the behaviour, applying the principles of restorative practice in the first instance. As a result, strategies should be agreed to help develop the knowledge, skills and behaviours required for the student to improve. Behaviour meetings must be recorded on ProMonitor, outlining the issue and any agreed actions. The discussion should be used to create a Behaviour Contract (Appendix 2) which is uploaded to Promonitor. Student support staff should be invited to support at all stages of the procedure, intervention

from this team may be beneficial for the student at this time for a variety of reasons including identifying and supporting reasons behind behaviours shown by the student..

- b) If a student is issued with an informal warning and shows no signs of improved behaviour, they will progress to Stage 2 of the procedure.
- c) All issues relating to attendance/punctuality or non-completion of work will require students to attend intervention sessions to complete work under staff supervision over lunchtimes, or during non-timetabled hours.
- d) **Regular dialogue with parents/carers (for students under the age of 18 and those over 18 but with an EHCP up to the age of 24) should take place at every level of the Behaviour support and Disciplinary procedure.**
- e) Formal stages will be invoked where informal measures fail to remedy a problem.

10.2 Stage 2 – formal written warning

- a) This stage is to be managed by Curriculum Team Leader (CTL)(including MELs)
- b) A Stage 2 formal meeting may include parent/carers (for those under 18 or over 18 if subject to an EHCP, or if requested by the learner) and should identify and address the reasons for the behaviour and how this should be improved in order to meet Group’s High Expectations. A Stage 2 meeting will often result in a Behaviour Contract (Appendix 2) being implemented which should clearly outline agreed support strategies to help students develop the knowledge, skills and behaviours required to improve. The Behaviour Contract should be agreed, signed and issued to the student by the end of the meeting. A record of the meeting, including details of the Behaviour Contract must be logged on ProMonitor under ‘Manage Learner Meetings’. The Behaviour Contract will be monitored over the agreed period by academic staff, with dates for review. Failure to meet the requirements of the Behaviour Contract will result in escalation of appropriate disciplinary action.
- c) **Regular dialogue with parents/carers (for students under the age of 18 and those over 18 with an EHCP up to the age of 24) should take place at every level of the Student Behaviour & Intervention procedure.**
- d) This stage can be used more than once if appropriate, for example if there are separate causes for concern

10.3 Stage 3 – Final written warning

- a) This stage is managed by an appropriate Curriculum Manager (CM), with support from the relevant CTL.
- b) A Stage 3 formal meeting should include parent/carers of learners under the age of 18 (and those over 18 with an EHCP up to the age of 24) and should identify and address the reasons for the behaviour and how this should be improved in order to meet Group’s High Expectations. A Stage 3 meeting will result in a Behaviour Action Plan (Appendix 3) being implemented which should clearly outline immediate actions and agreed strategies to help the student develop the knowledge, skills and behaviours needed to improve. The Behaviour Action Plan should be agreed, signed and issued to the student by the end of the meeting. A record of the meeting, including details of the Behaviour Action Plan must be logged on ProMonitor under ‘Manager Learner Meetings’. The Behaviour Contract will be monitored over the agreed period by academic staff. Failure to complete the Behaviour Action Plan or manage behaviours appropriately, may result in the student being permanently excluded from the any of the Group’s college campuses or courses.

- c) In exceptional circumstances, where the requirement for a Stage 3 meeting is due to Gross Misconduct, outcomes may include immediate suspension or exclusion from the course. The decision for the latter must be made in collaboration with the Director of Campus.
- d) **Regular dialogue with parents/carers (for students under the age of 18 and those over 18 but with an EHCP up to the age of 24) should take place at every level of the Student Behaviour & Intervention procedure.**

11. Stage 4 – Exclusion Panel

- 11.1 This stage is managed by the Director of Campus, with support from a second member of the Senior Leadership Team (SLT).
- 11.2 Where the outcome of the behaviour plan set in relation to stage 3 concerns is breached or where the outcome of the stage 3 investigation is to exclude, this must be passed to a stage 4 Exclusion Panel Meeting. In this meeting, the Director of Campus will review any investigation evidence, Promonitor and reports from CMs in order to make the decision as to whether exclusion is the appropriate action.
- 11.3 An outcome letter will be sent within 5 working days of the Exclusion Panel Meeting.

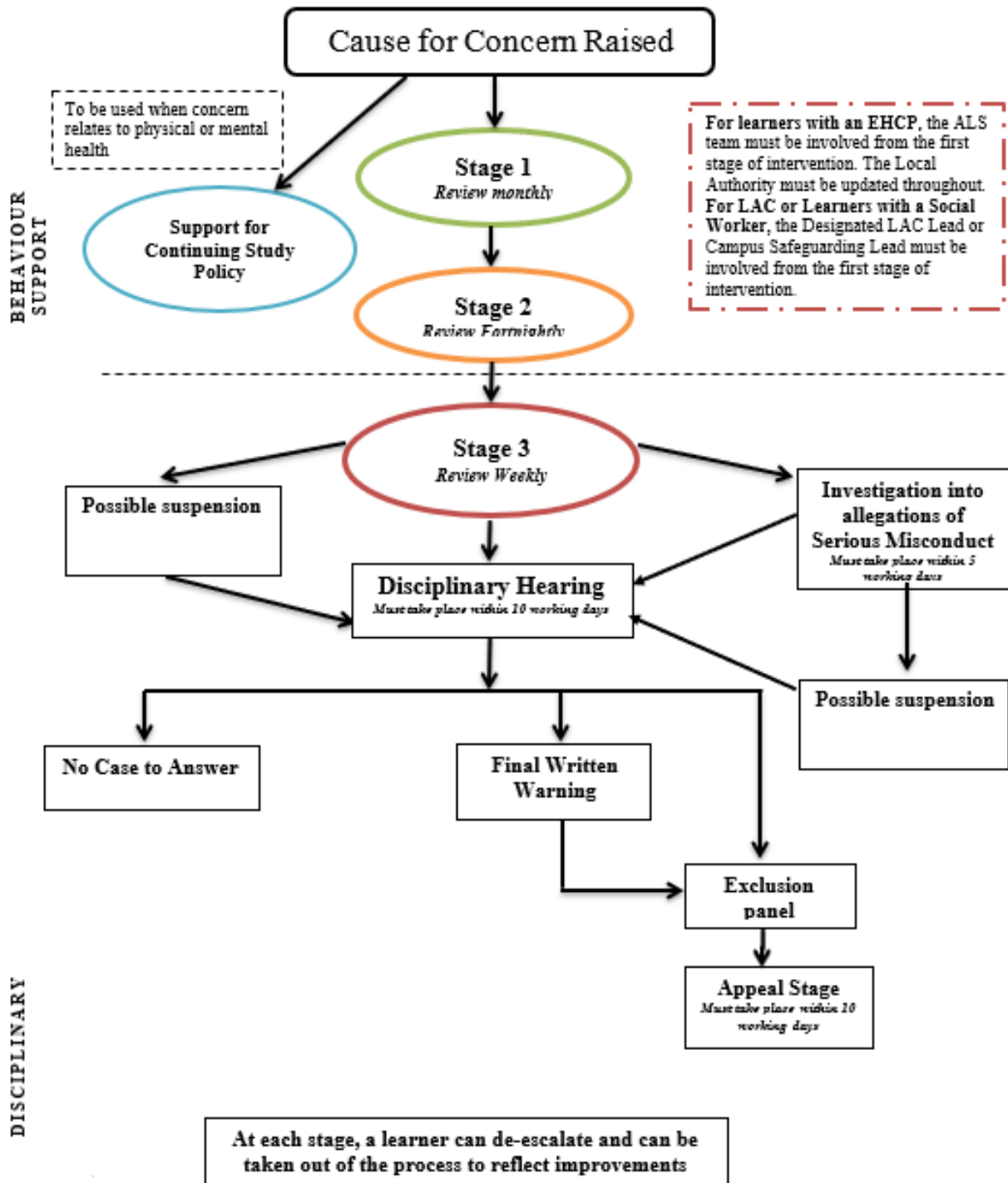
12. Appeals

- 12.1 All students have a right to appeal against decisions of either permanent exclusion, withdrawal from the course, or formal suspension.
- 12.2 Appeals should be made in writing and lodged with the Vice Principal within 5 working days of the disciplinary meeting or formal disciplinary action, stating clearly the reasons for the appeal. If no appeal is made within 5 working days of the disciplinary meeting, there will be no further opportunity for appeal.
- 12.3 The appeal interview will take place within 10 working days of the notice of appeal being lodged wherever possible and practicable. Where this timescale is not possible, all parties will be informed.
- 12.4 The student shall be given at least 5 working days' written notice of the appeal interview and will be entitled to be accompanied by one of either a friend or parent/carer.
- 12.5 The student should attend the appeal interview in person. If neither the student nor their representative attend and without providing reasonable cause or notice, the appeal will be dismissed. If the appeal is dismissed, the recommendation of the Vice Principal will stand and no further right of appeal shall be available.
- 12.6 The appeal interview will be Chaired by the Vice Principal. In the absence of the Vice Principal, the Deputy Chief Executive Officer / Principal may Chair the appeal interview.
- 12.7 The Director of Campus who made the disciplinary recommendation will be present at the appeal interview in all instances.
- 12.8 The final decision of the Chair of the appeal interview will be reached within 5 working days of the appeal interview and communicated in written format to the student, parents/carer and employer, as appropriate and relevant.
- 12.9 A record will be made in the 'Manage Learner Meetings' section of ProMonitor by the Chair of the appeal interview. Copies of any written statements can be attached as PDF files as appropriate.

- 12.10 If the decision to exclude the student is upheld, the student will be offered an Information Advice and Guidance (IAG) support meeting with a Group Careers Advisor. This offer will be available for a period of up to 2 weeks from the date of exclusion appeal outcome being communicated to the student. Advice and guidance will be provided as appropriate and all reasonable steps will be taken to support the student with their next steps.

Appendix 1 - Procedure flowchart

Behaviour Support and Disciplinary Flowchart



Where the cause for concern relates to physical or mental health, the Support for Continuing Studies policy should be followed.

Appendix 2 - High Expectations

All students are expected to take responsibility for their learning by:

- Displaying positive attitudes and professional behaviours at all times.
- Working hard to achieve agreed goals and completing work to high, industry standards.
- Maintaining positive attendance records.
- Organising and participating in meaningful work experience and enrichment activities which further personal development.
- Regularly checking personal progress and recording the knowledge, skills and behaviours developed to support next steps.
- Respecting the safety of others by adhering to all Group and individual college campus rules.
- Being caring, courteous and inclusive.
- Showing respect and consideration for one another.
- Valuing the Group campus environment and resources through keeping all areas clean, safe and tidy.
- Updating Tutors should any of personal details or circumstances change.

Appendix 3 - Behaviour Contract

Student Name:

Course:

The reason(s) for this Behaviour Contract have been identified and agreed as:

.....

To meet College's High Expectations, I will make the following positive behaviour changes;

- 1.
- 2.
- 3.

(Staff note: Ensure students understand the behaviour and attitudes expected at College as outlined in the College's High Expectations. Behaviour changes should include actions / support strategies/ restorative practice needed to improve behaviour and attitudes in line with these expectations. The Behaviour Contract should be personalised, meaningful and clearly understood by the student.)

This Contract will be considered complete when:

.....

My progress will be reviewed on: **(Insert date/time/location and staff member who will conduct a review meeting)**

(Staff note: Students and staff should be clear about how and when improvements to behaviour and attitudes will be recognised. Review meetings must be agreed and must take place to monitor progress and complete this Contract.)

I understand that if I fail to make any of the above changes to my behaviour, this matter will escalate as part of the Student Behaviour & Intervention Procedure.

..... **Student's Signature**

..... **Staff Name & Signature**

..... **Date**

Review notes:

.....

Contract completed - Yes No

..... **Staff Signature** **Date**

Appendix 4 - Behaviour Action Plan

This Behaviour Action Plan is used following the issue of a student behaviour and intervention warning. It is intended to:

- ensure that students are clear about what improvements are required to address the issues of concern
- enable staff to monitor the student response and provide feedback, guidance and advice for students

Issues	
Expected Changes and Improvements <i>(what the student needs to do and support)</i>	Timescales <i>(by when)</i>

In signing this agreement, the student agrees to respond positively and achieve the expected changes and improvement

Student Name		Signed		Date	
Staff Name		Signed		Date	

Stage 1 - Informal Warning– Letter to parents (if student is under the age of 18 and those with an EHCP up to the age of 24)

Date

Parents/cares/ guardians of

Forename surname

Address1

Address2

Town

County

Postcode

Dear Parent/Carer

STAGE 1 - INFORMAL STUDENT DISCIPLINARY

Insert student name has recently received a **first / second {delete as applicable}** informal warning as part of our Student Behaviour and Intervention Procedure.

Receiving an informal warning indicates that the student's behaviour is a concern to the College and does not meet our High Expectations. We would ask for your support in helping us to resolve the issues leading up to being given this sanction.

The concerns discussed are **{insert brief summary of incident}**

It is our expectation that in order for your child to succeed and achieve on their course, that they respond to this warning by improving their conduct and provide no further cause for concern. Any future incidence of the above or behaviour deemed inappropriate, will lead to a **second informal warning / Stage 1 Formal Meeting {delete as applicable}**. This is a breach of expected student conduct and could lead to a behavioural contract being issued.

Please could you ensure that your child addresses the concerns outlined above and works with staff to ensure a successful study outcome. If you would like to discuss this further, please contact your child's Curriculum Manager.

Thank you for your support at this time.

Yours faithfully

{insert name}

(insert job title)

Stage 2 - Student Disciplinary meeting request

REF

DATE

FORENAME SURNAME

ADDRESS1

ADDRESS2

TOWN

COUNTY

POSTCODE

Dear [Student's name]

STAGE 2 - STUDENT DISCIPLINARY

Please attend a meeting on {date and time} with {name of person and position} regarding {brief summary of issue}. The meeting will take place in {room number or location}. This meeting is being held under Stage 2 of the Student Behaviour and Intervention Procedure, a copy of which is attached. The concerns reported are:

{Brief details of the concern}

At the meeting, further information will be provided to you and you will be given the opportunity to provide your response to the reported concerns.

I would like to point out that you are required to attend this meeting and your cooperation is important to ensure the matter is dealt with at the earliest convenience.

Please note that you are entitled to bring along a fellow student (enrolled at this College) or a parent/carer if you are under 18 or with an EHCP up to the age of 24, in order to provide support.

Yours sincerely

Curriculum Team Leader / Curriculum Manager

cc Parent/Carers (if student is under 18 years old and those with an EHCP up to the age of 24)

Stage 2 - Formal written warning - Student Disciplinary

Outcome letter

Our Ref SY/Stage2/

Date

Name

Address

Dear

STAGE 2 - STUDENT DISCIPLINARY OUTCOME

It is disappointing that we have met under the College's Student Behaviour and Intervention Procedure. We have high expectations of our students and our priority is to support students to achieve their best and help prepare them for their next step either in education, an apprenticeship or employment. As such, it is our duty to deal with behavioural issues and/or situations where performance is not at the level required.

This letter summarises the discussion we had at the Stage 2 Disciplinary meeting on **{insert date}** where we discussed **{insert brief summary of main issue}**.

In summary, we spoke to you about **{insert brief, factual details of issues raised}**

I enclose a copy of your Behaviour Contract. You should note that in order to ensure you succeed and achieve on your course, you should endeavour to meet all conditions outlined in this Contract by improving your conduct and behaviours and provide no further cause for concern. Please note that if any of the conditions contained in the Contract are not adhered to, this issue will escalate to Stage 3 of the Student Behaviour & Intervention Procedure.

A copy of this letter has been sent to your parent/carer (if under 18 or with an EHCP up to the age of 24).

Yours sincerely

xxxxxx

Curriculum Team Leader / Curriculum Manager

Enc.cc: Parent/carer (if student is under 18 years old and those with an EHCP up to the age of 24)

Stage 3 - Student Disciplinary meeting request

REF

DATE

FORENAME SURNAME

ADDRESS1

ADDRESS2

TOWN

COUNTY

POSTCODE

Dear [Student's name]

STAGE 3 - STUDENT DISCIPLINARY

Please attend a meeting on {date and time} with {name of person and position} regarding {brief summary of issue}. The meeting will take place in {room number or location}. This meeting is being held under Stage 3 of the Student Behaviour & Intervention Procedure, a copy of which is attached. The concerns reported are:

{Brief details of the concern}

At the meeting, further information will be provided to you and you will be given the opportunity to provide your response to the reported concerns.

I would like to point out that you are required to attend this meeting and your cooperation is important to ensure the matter is dealt with at the earliest convenience.

Please note that you are entitled to bring along a fellow student (enrolled at this College) or a parent/carer if you are under 18 or with an EHCP up to the age of 24, in order to provide support.

Yours sincerely

Curriculum Manager / Director of Campus

cc Parent/Carers (if student is under 18 years old and those with an EHCP up to the age of 24)

Stage 3 - Student Disciplinary meeting request, following suspension

REF

DATE

FORENAME SURNAME

ADDRESS1

ADDRESS2

TOWN

COUNTY

POSTCODE

Dear [Student's name]

STAGE 3 - STUDENT DISCIPLINARY

This letter confirms that you are suspended from College. You are not allowed on to College premises during your suspension and must not do anything to give cause for concern.

I can inform you that we have opened an investigation into the following incident:

- **DATE & BRIEF DETAILS OF INCIDENT/CONCERN**

Please attend a meeting on {date and time} with {name of person and position} regarding the above. The meeting will take place in {room number or location}. This meeting is being held under Stage 3 of the Student Behaviour & Intervention Procedure, a copy of which is attached.

At the meeting, further information will be provided to you and you will be given the opportunity to provide your response to the reported concerns.

I would like to point out that you are required to attend this meeting and your cooperation is important to ensure the matter is dealt with at the earliest convenience.

Please note that you are entitled to bring along a fellow student (enrolled at this College) or a parent/carer if you are under 18 or with an EHCP up to the age of 24, in order to provide support.

Yours sincerely

Curriculum Manager / Director of Campus

cc Parent/Carers (if student is under 18 years old and those with an EHCP up to the age of 24)

Stage 3 - Formal written warning - Student Disciplinary

Outcome letter

Our Ref SY/Stage2/

Date

Name

Address

Dear

STAGE 3 - STUDENT DISCIPLINARY OUTCOME

It is disappointing that we have met under the College's Student Behaviour and Intervention Procedure. We have high expectations of our students and our priority is to support students to achieve their best and help prepare them for their next step either in education, an apprenticeship or employment. As such, it is our duty to deal with behavioural issues and/or situations where performance is not at the level required.

This letter summarises the discussion we had at the Stage 3 Disciplinary meeting on **{insert date}** where we discussed **{insert brief summary of main issue}**.

In summary, we spoke to you about **{insert brief, factual details of issues raised}**

I enclose a copy of your Behaviour Contract. You should note that in order to ensure you succeed and achieve on your course, you should endeavour to meet all conditions outlined in this Contract by improving your conduct and behaviours and provide no further cause for concern. Please note that if any of the conditions contained in the Contract are not adhered to, this may result in a 12-month exclusion from the RNN Group colleges.

A copy of this letter has been sent to your parent/carer (if under 18 or with an EHCP up to the age of 24).

Yours sincerely

xxxxxx

Curriculum Team Leader / Curriculum Manager

Enc.cc: Parent/carer (if student is under 18 years old and those with an EHCP up to the age of 24)

Notification of exclusion letter

STAGE 4 - STUDENT BEHAVIOUR & INTERVENTION MEETING OUTCOME

REF

DATE

FORENAME SURNAME

ADDRESS1

ADDRESS2

TOWN

COUNTY

POSTCODE

Dear [Student's name]

It is disappointing that we have met under the College's Behaviour Support and Disciplinary Procedure. We have high expectations of our students and our priority is to support students to achieve their best and help prepare them for their next step either in education, an apprenticeship or employment. As such, it is our duty to deal with behavioural issues and/or situations where performance is not at the level required.

Following the recent stage 3 meetings (dated) regarding the concerns raised, I can confirm it is with regret we have taken the decision to exclude you from College due to **your failure to meet the conditions outlined within the meeting/ the serious breach of college rules and regulations**. This is not a decision we take lightly but we feel that Rotherham/ North Notts/ Dearne Valley College is not the right environment for you at this moment in time. The exclusion means that you are not able to reapply to College for a 12-month period.

The reasons for this are:

-

As discussed in the last meeting, we can also provide support via the college's CIAG service with regards to next steps.

If you wish to appeal against this decision you can do so in writing to the Vice Principal within 5 days of receipt of this letter.

Yours sincerely

Director of Campus

cc Parent/Carers (if student is under 18 years old and those with an EHCP up to the age of 24)