

Community Code inc. Learner Success: Behaviour Support and Management Policy

Contents:

1.	Introduction	Page 1
2.	Purpose of the Policy	Page 1
3.	General Principles/ Procedures	Page 3
4.	Monitoring and Review	Page 4
	Petroc Community Code	Page 5
5	Behaviour Support and Management Process	Page 6
	Stage One	Page 6
	Stage Two	Page 7
	Stage Three	Page 9
6.	Stage Four (Alleged Gross Misconduct and Suspensions)	Page 10
7	Appeals	Page 14
	Appendix 1	Page 17
	Ready, Respectful, Safe - Examples of Unacceptable	
Behaviour	Appendix 2	Page 18
	Behaviour Support and Management Process Flow Chart	
	Appendix 3 - Exemplar Action Plan	Page 19

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Community Code inc.

Learner Success: Behaviour Support and Management Policy

1. Introduction

- 1.1** Petroc is fully committed to the wellbeing of learners, staff, visitors and other stakeholders. The College actively promotes the positive welfare of all staff and students including vulnerable adults and those with additional learning needs (ALN) and expects all staff, volunteers and partners including associated employers and work placement providers to endorse and demonstrate this commitment at all times.
- 1.2** The Community Code and Learner Behaviour Policy sets out our expectations of *all* students choosing to enrol at Petroc. Where academic misconduct of a higher education student is suspected, the relevant policy will be applied and upheld. Where disciplinary matters relate to a student enrolled on a pre-16 pathway the relevant school or Local Authority policy may supersede this policy.

2. Purpose of the Policy

- 2.1** The aim of this policy is to ensure the provision of an environment which supports the learning process and promotes positive behaviour, attitudes and conduct at all times. Petroc recognises its responsibility to develop students in ways which will foster security, confidence and independence, enabling them to reach their full potential. We recognise that a safe and secure College and work environment is central to the wellbeing of all students, staff, visitors and external partners.
- 2.2** The College's **Community Code** is central to enabling this, endorsing our three behaviour expectations:

- **Be Ready**
- **Be Respectful**
- **Be Safe**

Policy Name: Community Code & Student Disciplinary Policy	Policy No: P15007
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These behaviour expectations support the organisational responsibilities we have under the Prevent Duty to actively promote five British Values:

- Democracy
- The rule of law
- Individual Liberty
- Mutual respect
- Tolerance

The policy seeks to ensure that positive behaviour and attitudes are supported in a manner that promotes fair and equitable treatment of all learners and provides support to all members of staff. It should be read in conjunction with the accompanying set of procedures.

A copy of the Community Code to be shared with learners at Induction can be found on Page 5.

3. General Principles/Procedures

3.1 Petroc expects learners to adhere to positive standards of behaviour during their time at the College and will provide support to ensure they are fully aware of their responsibilities.

3.2 All learners will be made aware of their responsibilities and the College's expectations of them as part of their induction through discussion of:

- Community Code of Conduct
- Disciplinary Procedure
- Visible College ID Procedures

3.3 The College seeks to achieve and maintain this supportive culture by:

- Providing learners and staff with a safe, secure and respectful environment in which to work
- Promoting positive behaviour as a way of supporting learner progress towards reaching their potential.

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- In cases where support for learners is unsuccessful, this might involve applying appropriate sanctions to protect the interests and learning of all concerned.
- Creating an environment in which all people and property are respected and everyone is encouraged to take responsibility for their own behaviour.
- Embedding and communicating to staff, college expectations and standards in terms of learners work, attendance and behaviour.
- Establishing a consistent approach to managing behaviour that is used in a fair and equitable manner by all staff - taking into account learners with learning difficulties and/or disability, the needs of vulnerable or at risk learners and those who have experienced adverse childhood experiences, offering support as appropriate.

3.4 Radicalisation and Extremism

The college seeks to protect its students against the messages of violent extremism including, but not restricted to, those linked to religious ideology, far right and extremist animal rights movements.

Behaviours and actions which are deemed to be of an extremist or radical nature will be dealt with in line with the College's safeguarding policy, available on the College website.

3.5 Bullying and Harassment

Bullying is defined as the deliberate misuse of power or influence and can take many forms. Where the intention may not be to deliberately cause hurt, it can still be considered as bullying if the victim perceives it as so. Forms of bullying may be physical, verbal, emotional, sexual, homophobic, racist, online, hate crime or on the grounds of religion.

3.6 Incidents Outside of College

Where incidents or events take place outside of the college (either off campus and/or not during college hours) which bring the colleges name or reputation into disrepute, we will take action in line with this policy.

3.7 Recognition (Positive Notes and Personal Development Awards)

We want students to flourish and fulfil their potential both in learning and life. We

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are committed to delivering excellent learning and enrichment opportunities which enhance our students' experience and provides a platform which enables them to excel and achieve. Praise Notices can be entered on a learners PR tab and evidence of progress can be entered by any staff member resulting in a Personal Development Award being attained. All staff are encouraged to issue praise notices where excellence in attitude, work outputs or learning achievements are demonstrated by students.

3.8 Definition of Unacceptable Conduct leading to Disciplinary Action

Any academic or non-academic conduct which adversely interferes with teaching and learning, is disrespectful to other members of Petroc's College community or property and breaches the Community Code of **Be Ready, Be Respectful, Be Safe**, will result in the Disciplinary procedure being used - see Disciplinary Procedure. Examples of behaviour that do not meet the Community Code are given in **Appendix 1**.

4. Monitoring and Review

4.1 Responsibilities for Implementing this Policy

- Vice Principal Quality, Curriculum and Learners, along with the Executive Management Team, has overall responsibility for the implementation of this policy across the College
- Assistant Principals/Heads of Faculty are responsible for overseeing the operation of this policy in each Faculty.
- Faculty Managers are responsible for ensuring that course teams collaboratively address the requirements of this Policy
- Curriculum teams/educators, are responsible for upholding college expectations and standards addressed within this policy and our Community Code of **Be Ready, Respectful, Safe**.

4.2 The periodic review of this policy will take place annually via EMT, or earlier if required due to legislative change.

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Petroc Community Code

Be Ready, Be Respectful and Be Safe

Be Ready

- Be on time
- Take part in all timetabled and planned learning and enrichment activities
- Have the equipment and Personal Protect Equipment you need with you
- Report any absence to College by calling the Absence Monitoring Hotline or via the learner portal. North Devon 01271 852441 Mid Devon 01884 235309

Be Respectful

- Respect other students, staff and visitors
- Respect your learning environments
- Respect others' unique characteristics such as their gender, sexuality, disability, age, religion, beliefs or race.
- Ensure you only smoke or vape in designated zones.

Be Safe

- Ensure your ID badge is worn and clearly visible when you are in College
- Ensure that you follow our current COVID-19 secure guidance
- Follow health, safety and fire instructions when using equipment and moving around the College
- Report any concerns you have about your own safety or someone else's to a member of staff or the Student Support/Safeguarding Team
- Follow the College's ICT Network Acceptable Use policy, including online safety, use of WiFi networks and use of social media (including misrepresenting the College or bullying)
- Do not consume, or bring on to the College site, any alcohol, medication which is not prescribed to you, illegal substances or Psychoactive Substances (legal highs), as this will lead to suspension and a disciplinary investigation and possible police involvement.
- Any learners found to be in possession of an offensive weapon or engaging in any form of criminality will be removed from the College immediately and where necessary, the Police will be involved.

Remember that you are an ambassador for your College. This includes whilst travelling to and from the campuses and when out on College trips or course activities. As a Petroc student, we expect you to demonstrate the behaviours in our Community Code at all times.

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5 Behaviour Support and Management Process

Petroc will always endeavour to use restorative approaches where appropriate to support reflection and learning.

Writing a 'Notice to Improve' on a learner's Personal Record tab, is the method by which teaching and support staff record any on-going issues that may affect a learner's success or that currently do not meet our expectations, and the student's own responsibilities, within the community code of **Be Ready, Be Respectful Be Safe**. At all stages, the need for additional support services should be considered, including the Student Support and Safeguarding Team, Additional Learning Support Team, Careers Adviser, or Advice and Guidance Team.

If three 'Notices to Improve' are added within a six week cycle, the Academic Progress Lecturer/Tutor (APL) or Assessor (Apprentices) will need to organise a Stage One meeting with the learner, within two weeks of the third note being added.

A table to show the Behaviour, Support and Management Process Flow can be found in **Appendix 2**.

5.1

Stage One

Process Owner: Programme Manager (PM) or Academic Progress Lecturer (APL), Lead Course Tutor (LCT) if learner 19+

5.1.1 Where three Notices to Improve have been raised and recorded on My Petroc, within a six week period, an Stage One planning meeting will be held between the learner and the PM/APL or equivalent process owner within two weeks.

5.1.2 An action plan to address how the learner is supported to meet our expectations under the Community Code of Conduct: **Ready, Respectful, Safe** and remain on track, will be co-produced with time bound outcomes agreed as part of the learner's Personalised Development Plan on My Petroc. The action plan must contain clear, constructive and positive targets in order to promote an active and achievable learning plan for the learner. This will be agreed by the student and PM/APL or equivalent process owner. The need for additional support services should be considered, including the Student Support and Safeguarding Team, Additional Learning Support Team, Careers Adviser, Advice and Guidance Team. An exemplar action plan can be found

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in **Appendix 3**.

- 5.1.3** If the learner is under 19, the PM/APL or equivalent process owner must inform Parent/Carers via phone or email of the Stage 1 action plan, identifying the improvement needed under Ready, Respectful, Safe and the support being offered. Updates from review meetings (5.14 and 5.15) must also be communicated to Parents/Carers using the same methods.
- 5.1.4** The action plan must be reviewed two weeks from the date of the Stage One meeting.
- 5.1.5** If needed, a second review meeting should be held two weeks following the first review meeting.
- 5.1.6** If there are no further issues when the action plan is reviewed, monitoring and support should continue as needed. De-escalate from Stage 1 at the end of the preceding term.
- 5.1.7** If concerns are continuing, the Faculty Manager should be notified by email and if in agreement with the PM/I think tAPL or equivalent, then escalate to Stage Two following 5.1.5.
- 5.1.8** Where the learner's attendance, performance or behaviour appears to be indicative of a mental health issue, illness or injury it may be more appropriate to follow procedures as stated in the [Learner Wellbeing Policy](#) or the [HE Fitness to Study Policy](#).

5.2 Stage Two

Process Owner: Faculty Manager (FM)

- 5.2.1** At Stage Two the Faculty Manager will arrange a meeting to discuss with the student the continuing concerns and identify and assess any progress made to date.
- 5.2.2** All aspects of the student's behaviours will be taken into account and a detailed Stage 2 action plan of support put in place in order to bring the learner back on track, achieve their qualification and follow our expectations for **Ready, Respectful, Safe**. The Stage 2 action plan must contain clear, constructive

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and positive targets in order to promote an active and achievable learning plan for the learner. It will be co-produced with time bound outcomes agreed as part of the learner's Personalised Development Plan on My Petroc. The need for additional support services should be considered, including the Student Support and Safeguarding Team, Additional Learning Support Team, Careers Adviser, Advice and Guidance Team.

- 5.2.3** If the learner is under 19, the FM or equivalent process owner must ensure that Parent/Carers are informed via phone or email of the Stage 2 action plan identifying the improvement needed under Ready, Respectful, Safe and the support being offered. Updates from review meetings (5.2.5 and 5.2.6) must also be communicated to Parents/Carers using the same methods.
- 5.2.4** The process owner or equivalent must ensure that the teaching team linked to the student are made aware of the action plan.
- 5.2.5** An action plan review meeting should be held two weeks after the Stage Two meeting between the student and the FM. This, along with any new actions, should be recorded on an updated action plan and uploaded to My Petroc. All curriculum delivery staff also have a responsibility to encourage a student to engage with their action plan.
- 5.2.6** If needed, a second review meeting should be held two weeks following the first review meeting.
- 5.2.7** If there are no further issues when the action plan is reviewed, monitoring and support should continue as needed. De-escalate from Stage 2 at the end of the preceding term.
- 5.2.8** Failure to achieve actions following the second review meeting will result in escalation to Stage Three of the disciplinary process.
- 5.2.9** Where the learner's attendance, performance or behaviour appears to be indicative of a mental health issue, illness or injury it may be more appropriate to follow procedures as stated in the [Learner Wellbeing Policy](#) or the [HE Fitness to Study Policy](#).
- 5.2.10** Should the learner incur further more serious incidents following the implementation of this action plan that are considered gross misconduct this should be escalated accordingly.

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5.3 Stage Three

Process Owner: Head of Faculty (HoF)

- 5.3.1** Where the attendance, performance or behaviour of a learner is of a more serious nature or where the attendance, performance or behaviour has not improved despite Stage Two interventions, the student will be required to attend a Stage Three interview with the Head of Faculty.
- 5.3.2** Business Administrators will assist in the coordination of a meeting to include parents/carers, if the learner is under 19.
- 5.3.3** A letter will be sent to the learner outlining the concerns and highlighting their entitlement to be accompanied; confirmation of the time and location of the interview; and a statement explaining that, if the student fails to attend or an alternative date is not arranged, the HoF reserves the right to rearrange the meeting, with little or no notice, at their own convenience.
- 5.3.4** The student will be entitled to be accompanied by a family member, peer or other appropriate person in the case of a vulnerable adult (but not by a legal or other professional advisor unless the College otherwise agrees). A legal or other professional adviser will be allowed if the College intends to have an external adviser present.
- 5.3.5** At the interview the student will be entitled to state his or her case including any mitigating factors before any decision is taken and/or action plan is formulated.
- 5.3.6** If the student disputes the evidence, the HoF, may suspend the interview in order to investigate what is disputed and seek appropriate further evidence. The interview will be reconvened within 10 working days.
- 5.3.7** Where the learner's attendance, performance or behaviour appears to be indicative of a mental health issue, illness or injury it may be more appropriate to follow procedures as stated in the Learner Wellbeing Policy or the HE Fitness to Study Policy. In addition, the interview can be adjourned in order that future action can be determined.

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- 5.3.8** The HoF will formulate an action plan which must contain clear, constructive and positive targets in order to promote an active and achievable learning plan for the student. It will be co-produced with time bound outcomes agreed as part of the learner's Personalised Development Plan on My Petroc.
- 5.3.9** The action plan will be reviewed and updated weekly by the learner's APL, who should plan to meet briefly with the learner.
- 5.3.10** Six weekly review meetings should be held with the HoF with parent/carers invited and points 5.32 - 5.34 followed.
- 5.3.11** Should the learner meet the required standards/targets and demonstrate improvement they can be removed from the disciplinary process at the end of the preceding term.
- 5.3.12** Should the learner incur further more serious incidents following the implementation of this action plan that are considered gross misconduct this should be escalated accordingly.

6. Stage Four (Alleged Gross Misconduct and Suspensions)

Process Owner: Assistant Principal (AP) or in their absence the Head of Learner Engagement (HLE)

6.1 Suspension

Where there is reason to believe that a learner has committed an act of gross misconduct he/she may be suspended from the College by the Assistant Principal (in their absence the Head of Learner Engagement) or Deputy Designated Safeguarding Lead. Suspension should only be used as a last resort if there is a potential risk to themselves or others. It is considered a neutral act (no blame) to allow time for an investigation to take place. Suspension is not designed to be used as a form of disciplinary sanction and should be maximum of 5 working days. (Please refer to the Safeguarding Policy for on-going suspensions).

Policy Name: Community Code & Student Disciplinary Policy	Policy No: P15007
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- 6.2** Consideration as to whether any bursary will continue to be paid will be the responsibility of the suspending member of staff, where personal circumstances will be taken into account and advice sought from interested staff.
- 6.3** During the period of suspension, opportunities for the learner to continue their work must be provided through Moodle or other means of distance study by the teacher. The learner may (with written permission) be admitted into the College under supervision for the following reasons:
- essential meetings
 - submission of coursework to meet deadlines
 - examinations
- 6.4** Not every learner whose actions are escalated to the gross misconduct disciplinary stage has to be suspended. Instead, they can be sent home to 'cool off' for the rest of the day. This can be done by the allocated Academic Progress Lecturer, a Tutor Support Co-ordinator or Safeguarding Officer. This must be recorded on the PR tab, with the Assistant Principal and Head of Learner Engagement being notified. For over 19 year old learners this will be the lead course Tutor. For Apprentices this will be the Assessor.
- 6.4** The Suspension section of the PR Tab should be completed by the Assistant Principal (in their absence the Head of Engagement) to indicate that the learner has normally been suspended for a maximum of 5 working days. If the Deputy Designated Safeguarding Lead has suspended the learner they must advise the relevant Assistant Principal, with the expectation that the Assistant Principal will address the matter. The Assistant Principal must ensure the Head of Learner Engagement is briefed and kept up to date on progress of the suspension and gross misconduct allegation.
- 6.5** If more time is required the Assistant Principal (in their absence the Head of Learner Engagement) must write to the learner / apprentice (and employer / parent / guardian where applicable) normally with a further 5 working days (therefore 10 days in total) being the maximum time period. (Please refer to the safeguarding policy for on-going suspensions).

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6.6 Initiate escalation to a disciplinary meeting for alleged Gross Misconduct

Where the behaviour of a learner is of a more serious nature/gross misconduct or where behaviour has not improved in spite of a Stage Three intervention, the learner will be required to attend a Stage Four disciplinary interview with the Assistant Principal (AP) or in their absence the Head of Learner Engagement (HLE). [Link to disciplinary letter templates](https://my.petroc.ac.uk/cms/#/page/485632976)

- 6.7** The gross misconduct disciplinary meeting / action will be initiated by the Assistant Principal (in their absence the Head of Engagement) with the support of the Faculty Manager (in their absence Head of Faculty) and Faculty Administration Staff. Details of the investigation, letters to attend the interview and outcomes must ALL be recorded on the PR Tab to ensure continuity. If under 19, the learner must have a parent/guardian/carer in attendance (or appropriate adult). if a parent/guardian/carer is not available due to individual circumstances, then the meeting should be re-arranged. This may entail extending the learners period of suspension.
- 6.8** All relevant information regarding the alleged gross misconduct incident will be presented. This should be uploaded to the PR Tab, **normally no later than 1 working day** after the incident. The Assistant Principal (in their absence the Head of Learner Engagement) reserves the right to delay the disciplinary meeting request based on the lack of information which would preclude him/her from making successful disciplinary meeting arrangements or information.
- 6.9** A letter inviting the learner (and if under 19 years old the parent /guardian/carer), to a disciplinary meeting must normally be sent **no later than 2 working days** prior to the meeting. The Faculty Administration Team is to support the Assistant Principal in contacting the learner and arranging the meeting with the Assistant Principal (in their absence the Head of Learner Engagement).
- 6.10** The disciplinary meeting will be chaired by the Assistant Principal (in their absence the Head of Engagement), with the learner and tutor in attendance (along with any other member of staff considered necessary). If the Head of Learner Engagement is not chairing the meeting they should be invited to attend. If over 19 years, the learner may be accompanied to a gross misconduct disciplinary meeting, by a friend, fellow learner, representative or relative, but not by a legal or other professional adviser unless the College otherwise agrees having been given notice before the day of the hearing.

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6.11 The College reserves the right to hold a disciplinary meeting if the investigation by the Assistant Principal (in their absence the Head of Learner Engagement) provides clear and concise evidence of the learner's gross misconduct. If the learner fails to comply with the disciplinary process or if the learner fails to attend the meeting, the Assistant Principal (in their absence the Head of Learner Engagement), reserves the right to decide the outcome of disciplinary action without the learner.

6.12 **The outcome from the meeting must be communicated in writing to the learner** (if under 19 years a copy will be sent to the authorised contact (parent/guardian/carer)) **normally within 5 working days** of the meeting (particularly if a decision is made in their absence due to a failure to comply). The letter must outline the nature of the incident, summary of evidence, together with the outcome decision. The Assistant Principal must discuss, draft and agree the suggested outcome of the meeting with the Head of Learner Engagement, particularly if an exclusion is recommended.

Possible Outcomes:

- Exclusion (with conditions on future re-enrolments) – exclusions can range from 1 year to permanent depending on the seriousness of the offence. Exclusions should only be used as a last resort, when all other disciplinary and restorative action has failed to achieve the desired outcome/correction in behaviour or if other disciplinary actions are inappropriate due to the nature of the incident/issue.
- Final written warning
- Formal written warning
- No case to answer
- If a peer to peer incident, the Tutor Support Coordinator (or in their absence the Head of Learner Engagement) will assist in facilitating mediation / restorative practice.

6.13 If a final written warning is issued, the learner should be informed that a further breach may lead to his / her immediate exclusion from the College. The learner should be placed on a Stage 3 Action Plan (see 5.38) and their progress monitored.

6.14 If the outcome results in an exclusion the Assistant Principal must notify the Vice Principal Quality, Curriculum and Learners. It is essential that the outcome letter is sent to the learner (authorised contact where appropriate) and this is recorded on the PR Tab.

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7 Appeals

- 7.1** The learner has the right to appeal to the Principal against a decision to exclude. Notice of appeal must be lodged in writing by the learner to the Principal **normally within 10 working days of receipt of the outcome letter**. The learner must provide the grounds for, and particulars of, the appeal.

Learners on a Higher Education course should refer to the University of Plymouth's complaints process, see link below:

[10. The University Student Complaints Procedure.](#)

- 7.2** Grounds for appeal will normally be based on one or more of the following:
- disciplinary procedure was not followed correctly and that this materially affected the decision
 - findings are inconsistent with the evidence considered
 - new evidence could materially alter the findings
 - disciplinary sanction is inconsistent
 - severity of the disciplinary action
- 7.3** If the Principal does not consider that there are valid grounds for appeal, the learner will be informed of the reasons in writing. This will **normally be within 5 days** of receiving the appeal.
- 7.4** If the Principal considers that there are valid grounds for appeal against the decision of the Panel, he/she will review the disciplinary case. The appeal does not automatically trigger a review meeting. However if an appeal meeting is warranted, it will **normally be convened within 10 days**. The learner will normally be given at least **5 days' notice** of the time and place of the appeal meeting and will be entitled to be accompanied by a friend, learner representative or relative, but not by a legal or other professional adviser unless the College otherwise agrees, having been given notice before the day of the hearing.
- 7.5** The Principal may convene the panel that may include an Assistant Principal not involved in the specific disciplinary case. The panel may or may not include a relevant manager. In the absence of the Principal, another member of the Executive Management Team will carry out Appeals.

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Any documents considered at the original disciplinary meeting will be available for the purpose of the appeal, together with the notes of the conclusion.

7.5

At the appeal meeting, the learner may be invited to explain the grounds of the appeal and to state their case. The Assistant Principal or Head of Engagement may be asked to respond to the appeal and explain the reasons for the original recommendation.

7.6

If the appeal is upheld following the review or the appeal meeting, the Principal may decide that a lesser sanction than that originally recommended should be taken, or that no further disciplinary action be taken.

7.7

If the appeal is dismissed, the recommendation of the original Disciplinary Panel will stand. The Principal may not impose any greater sanction against the learner than that recommended by the Disciplinary Panel. A learner who has appealed unsuccessfully should be informed of their right to appeal to the Funding Body.

7.8

Following the appeal meeting, the learner will be informed of the decision in writing **within 5 working days**. The PA to the Principal is responsible for all administrative tasks in conjunction with appeals, including recording the outcome of the appeal.

7.9

7.10 Complaint to the Funding Body:

When the learner has exhausted the appeal procedure there is a right to make a complaint to the appropriate Funding Body. A complaint to the Funding Body is not a further stage of appeal. The Funding Body does not hear evidence or seek to substitute its own decision for that of the College. In considering a complaint, the Funding Body will undertake an enquiry to consider whether or not the College has followed its procedures.

7.11 Year 11 Transition Learners

Year 11 Transition Learners will have the same procedure applied with the attached school involved if appropriate, or in the case of home educated learners the parent/guardian/carer and the local authority will be informed and involved at all stages.

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Appendix 1 Examples of Unacceptable Behaviour

(as guided by our Community Code of Conduct of **Ready, Respectful, Safe**).

Examples of Breaches of the Community Code		Examples of Gross Misconduct
Ready	<ul style="list-style-type: none"> Repeated lateness Unauthorised absences Inappropriate use of a mobile phone in a teaching session Non-submission of work, coursework and/or assignment deadline missed or plagiarism Not participating / engaging positively in teaching sessions Not bringing agreed equipment / resources to teaching sessions. 	<ul style="list-style-type: none"> Threat towards themselves or other learners Not adhering to health and safety / industry practices Physical violence; Dangerous / violent behaviour Serious threat of violence Use of / dealing drugs / illegal substances on college premises Forgery / theft Malpractice Deliberate damage to college property; Bullying / harassment Sending or accessing and/or downloading of pornographic/offensive material via the internet Any criminal activities affecting the College or other learners Unauthorised interference with software or data belonging to or used by the College Breach of a Stage 3 agreed Action Plan
Respectful	<ul style="list-style-type: none"> Attendance under 95% (Discretion to be used within the first half term) Offensive behaviour towards others Disruptive Behaviour Unacceptable language or comments Inappropriate use of a mobile phone in a teaching session 	
Safe	<ul style="list-style-type: none"> Smoking or Vaping in non-designated area Not wearing/Not visible ID badge with a lanyard or badge clip (to be worn at shoulder height) - Refer to Visible College ID Procedures. Not adhering to health and safety / industry practices Spitting 	

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Appendix 2 Behaviour, Support and Management Process

The disciplinary process below applies to all learners including distance learning, apprentices and Higher Education learners. Those learners studying through our University Centre may also be subject to the University of Plymouth's disciplinary process, depending upon the disciplinary matter identified.

Notice to Improve 1		Notice to Improve 2		Notice to Improve 3	
↓↓↓ 3 Notices to Improve within a six week cycle > progress to Stage One ↓↓↓					
People	Actions		Communication		Follow up
↓↓↓ Stage One Action Plan ↓↓↓					
Lead: Programme Manager or Academic Progress Lecturer, or Lead Course Tutor (over 19's) Learner	Action plan created based on issue logs and focused around behaviour expectations (Ready / Respectful / Safe) Access wider intervention (e.g. Wellbeing Team, Advice & Guidance, Additional Learning Support, Safeguarding)		Action Plan completed on the PDP tab Parent/Carer informed via phone or email by Lead person. Action Plan communicated to curriculum team by Lead person.		Review of action plan 2 weeks after stage 1 meeting and conduct a second review meeting 2 weeks after that. If issues persist, escalate to stage 2 and notify your FM. If no further issues, de-escalate from stage 1 at end of the preceding term.
↓↓↓ Stage Two Action Plan ↓↓↓					
Lead: Faculty Manager Learner APL or equivalent Parent/Carer	Action plan created based on previous Action Plan or on rationale for Stage Two meeting and focused around behaviour expectations (Ready / Respectful / Safe). Access wider intervention teams as above.		Action Plan updated on the PDP. Parent/Carer informed via phone or email by FM. Action plan communicated with curriculum team		Review of action plan 2 weeks after stage two meeting and conduct a second review meeting 2 weeks after that. If issues persist, escalate to stage 3.
↓↓↓ Stage Three Action Plan ↓↓↓					
Lead: Head of Faculty Faculty Manager Learner Parent/Carer	Action Plan issued to address area(s) of concern, with clear expectations linked to behaviour which needs to be modified and focused around behaviour expectations (Ready / Respectful / Safe). Access wider intervention teams as above.		Action Plan updated on PDP. Parent/Carer informed and invited to attend the meeting. Action Plan communicated with curriculum team by HoF		Weekly review meeting with Academic Progress Lecturer or equivalent 6 weekly review meeting with HOF Breaches to Stage 3 Action Plan, escalate to Stage 4
↓↓↓ Stage Four (Alleged Gross Misconduct) ↓↓↓					
Lead: Assistant Principal Head of Learner Engagement Learner, Parent/Carer	Possible suspension or exclusion or final written warning issued outlining how the learner has compromised our behaviour expectations (Ready / Respectful / Safe).		Recorded on My Petroc. Parent/Carer informed and invited to attend the meeting. Outcome/Written warning sent to student and a copy uploaded to My Petroc.		If a final written warning is issued, the learner will be closely monitored as indicated within Stage 3 follow up. Details regarding exclusion and appeals are found in main policy.

Policy Name: Community Code & Student Disciplinary Policy	Policy No: P15007
Approved Date: 25/08/20	Review Date: 25/08/21
Approved by: Executive	EQA Completed: Yes
Author: Vice principal Quality Curriculum & Learners	Monitoring & Evaluation: Executive

Appendix 3 - Exemplar Action Plan (to be completed as part of the learner's Personalised Learning Plan and making clear, constructive and positive reference to which aspects of the community code, **Ready, Respectful, Safe**, need to be focused on to support learner success and development.)

Stage 1 Action Plan

Date:	2:10:2020	Name of facilitator:	Phil Reid
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Summary of Discussion (including identification of how behaviours link to our expectations: Ready / Respectful / Safe)

Key Issues: You are not demonstrating that you are **ready** to learn as your attendance is currently 89% and we are concerned about your lateness. You are not showing **respect** for others when you use inappropriate language. We discussed Jasmine's reason for non-attendance, which has been due to personal circumstances and challenges within her home life. Some days Jasmine struggles to get the bus fare, meaning there have been mornings when she has walked to College, causing lateness to first session. Jasmine is feeling overwhelmed with some of the work, which is being compounded by missing parts of lessons either through lateness or non-attendance. This is when Jasmine recognises that her language is unacceptable and inappropriate.

I need to...

Organise to meet with the Tutor Support Coordinator who support Wellbeing to receive support for issues at home.

Speak to Advice and Guidance to see if eligible for a bursary.

Talk to my lecturers and find out what topics I need to catch up on and online resources that can support my understanding.

People I will need support from...

Alice Whittle - Tutor Support Co-ordinator

A&G Team.

My teaching team.

Date for Review 1

16:10:2020

Policy Name: Community Code & Student Disciplinary Policy	Policy No: P15007
Approved Date: 25/08/20	Review Date: 25/08/21
Approved by: Executive	EQA Completed: Yes
Author: Vice principal Quality Curriculum & Learners	Monitoring & Evaluation: Executive