



# **Positive Student Behaviour and Conduct Policy**

January 2026

<b>This policy applies to :</b>	SLT, STMs, Senior Tutors, other pastoral staff, students, parents
<b>Author/Department:</b>	Assistant Principal - Engagement and Achievement
<b>Area/Person responsible:</b>	Assistant Principal - Engagement and Achievement
<b>Date approved:</b>	September 2016
<b>Related Documents/ Policies:</b>	Admissions Policy, Equality Scheme, Safeguarding Policy, Attendance Policy, Student Handbook
<b>Date of Next Review:</b>	September 2025

<b>Date of most recent review:</b>	January 2026
<b>Changes made:</b>	<ol style="list-style-type: none"> <li>1. Removal of information related to student entitlement (this has been moved to the new student handbook)</li> <li>2. Removal of the disciplinary section. New ISP process replaces this.</li> </ol>

### The Equality Act 2010: The Equality Duty

The College has a duty to consider the needs of all individuals in our day-to-day work – in shaping policy, in delivering services and in relation to our employees. The Equality Duty has three aims, which require the College to have due regard to the need to:

- **Eliminate unlawful discrimination**, harassment, victimisation and any other conduct prohibited by the Act;
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it; and
- **Foster good relations** between people who share a protected characteristic and people who do not share it.

Does the policy support the aims of the Equality Duty?	Yes	✓	No		N/A	
<b>If no, please state which groups may be affected and complete a full equalities impact assessment</b> (guidance and forms available on the intranet)						
<b>Impact Assessment Reference:</b>						

<b>Initial Impact Assessment Completed</b>	
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<b>Date</b>	
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<b>Review of Policy</b>	
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<b>Date</b>	
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## **Contents**

<b>1</b>	<b>Introduction .....</b>	<b>4</b>
<b>2</b>	<b>Student Conduct and Behaviour Policy and Procedures .....</b>	<b>4</b>
2.1	Context and aims of this policy .....	4
2.2	Raising awareness of the policy .....	4
2.3	Responsibility for implementing and monitoring the policy .....	5
2.4	Expectations/Standards of Behaviour .....	5
<b>3</b>	<b>Procedures .....</b>	<b>11</b>

# 1 Introduction

Everyone who enrolls on a course at Ashton Sixth Form College wants to succeed. All teachers and support colleagues want students to succeed. It is important that we all work together to create an atmosphere where everyone can learn to the best of their ability, and where everyone can achieve their goals.

We have developed this policy by placing relationships as the foundation for students to thrive, both academically and in relation to their well-being.

## 2 Student Conduct and Behaviour Policy and Procedures

### 2.1 Context and Aims of this Policy

Ashton Sixth Form College is an institution which prides itself on putting the success and well-being of its students first. In order to create the ideal learning environment in which all students have the opportunity to achieve and enjoy, the College needs to establish a set of rules, guidelines and standards for student conduct and performance.

We recognise that some students take longer than others to adjust to the demands and expectations of sixth form life, study and our approach is to be supportive and provide the necessary levels of structure and guidance to students. However, it is essential for any educational institution to have a clear behaviour and conduct policy to provide clear rules and guidelines to students. In order to support and backup this policy, it is necessary to have a clear discipline policy and procedure to ensure that students who depart from the required standards of behaviour or academic performance, return to acceptable modes of conduct and work as quickly as possible. While consistency is important when implementing the disciplinary procedure, it is both inevitable and necessary to build in an element of flexibility. Context and circumstances need to be taken into consideration when deciding upon an appropriate course of action.

The rules and guidelines laid out in this policy are devised to achieve the following objectives:

- to promote order and fairness
- to promote a purposeful ethos within college
- to create a safe learning environment for all members of the College community, free of physical risks, bullying or harassment
- to promote relationships based upon respect and tolerance
- to provide students with the opportunity to modify their behaviour so that they may remain in College and successfully complete their programme of study
- to provide clear and effective systems of referral
- to ensure that all students who may be subject to disciplinary procedures are dealt with in a fair, consistent and equitable manner

### 2.2 Raising Awareness of the Policy

All members of the College community – students, parents/carers and staff – should be made aware of this policy and the College's expectations in relation to student conduct. Expectations of behaviour will be made clear to students and their parents/carers in the following ways:

- College induction – in the general College induction, then reinforced within early tutorials and subject lessons
- Open evenings for prospective students

- Centre Principal's address to new students during induction
- Centre Principal's talks to returning students in early Autumn Term
- Learning Agreement

These expectations and guidelines will be reinforced throughout the academic year via:

- Group tutorial activities
- Lessons
- One-to-one reviews (subject and Senior Tutorial) with students
- Parents' evenings
- Senior Management/Centre Principal's talks to students by cohort

College staff (teaching and support) will be made aware of the policy through:

- Full staff meetings
- the College induction programme for new staff
- staff training days

New staff will be informed about this policy during their induction. Training on how to use the student tracking system is delivered to new staff as part of the staff induction programme.

### **2.3 Responsibility for Implementing and Monitoring the Policy**

All College staff have a role to play in promoting good standards of behaviour and conduct from students and monitoring and reporting breaches of the policy. All members of staff should be prepared to challenge poor standards of behaviour and deal with minor breaches of the policy. However, there is a system of referral, outlined later in this policy, which should be followed for more serious or persistent breaches of the conduct policy. Where a matter is deemed to be of an extremely serious nature, the member of staff reporting the issue should refer the matter to the Senior Tutor Managers or the Assistant Principal - Engagement and Achievement.

All members of College staff are expected to follow the procedures outlined in this policy document. It is expected that, for minor breaches of College policy, the member of staff who witnesses or is informed of the incident will deal with the matter. All students will be dealt with fairly and on an individual case by case basis as we recognise the importance of our young people learning and developing. For more serious breaches of this policy or where concerns are persistent and ongoing, the formal referral procedure should be followed, and the matter will be dealt with by the student's Senior Tutor or, the Senior Tutor Managers.

The Assistant Principal - Engagement and Achievement is responsible for monitoring and reviewing this policy.

### **2.4 Expectations/Standards of Behaviour**

#### **2.4.1 Attendance and Punctuality**

Students must attend all timetabled lessons and group tutorials.

Where students are asked to attend subject support sessions or other intervention sessions such as Study Plus, they must attend.

Any absence from College must be confirmed by telephone call or email on the day of the absence. This communication must be made before their first lesson of the day. If the communication was made by the student themselves, they should support this by producing a parental/carer note or an appointment

card/doctor's note on the day of their return, or their first group tutorial.

Where a student will miss lessons for reasons other than illness and this absence is known about in advance, they should gain advance authorisation from their Senior Tutor and should inform their subject teachers and ascertain what work will be missed. Examples of such planned absence may include orthodontist appointments, Higher Education visits or competing in high level sporting events. Students should ensure that routine appointments (e.g. non-emergency doctor's appointments, dental appointments) are arranged to take place outside College hours.

Where a student is required to leave College part way through the College day, they must sign out at the Student Services reception desk at the College's main reception.

Every absence, incident of lateness and signing out will be checked and challenged within weekly group tutorials.

Where a pattern of absences emerges and becomes a cause for concern, a more serious discussion will take place. At this point, parent, carers may or will be informed and the student may be placed on an intervention and support plan or a support to study plan as appropriate. The student's Senior Tutor will make this decision in conjunction with the student and parent/carer.

Persistent lateness or patterns of lateness (e.g. every Friday morning) will not be tolerated. If a student continues to present a punctuality problem, despite their Senior Tutor raising the matter with them, they may be placed on the College's review system.

If a student fails to attend College for a sustained period of time they may be asked to leave college.

#### 2.4.2 College Property and Facilities

All College property, including furniture, fixtures and fittings must be respected at all times.

Students involved in vandalism, graffiti and other similar offences against College property will be subject to disciplinary procedures.

Damage and breakages, through wilful or neglectful behaviour, may be charged to students or their parents/carers, in addition to the invoking of disciplinary actions.

Students should adhere to the rules stated in the IT Acceptable Use Policy which is discussed and signed during induction by all students. Abuse of ICT or Internet facilities will lead to a student being placed on review. For further details, the 'Acceptable Use' policy can be referred to.

Students should respect the College environment by disposing of all litter in the bins provided around the site for that purpose. Students should also show respect to the College's neighbours, both residents and local businesses, by not littering or causing damage in the surrounding area.

Any deliberate interference with, or misuse of, fire safety equipment (including fire alarms) is a life-endangering offence and will result in immediate suspension from college.

#### 2.4.3 ID Cards/Lanyards

Students must wear and/or be in possession of their ID cards at all times.

Any student found lending their ID card to someone else or using another student's ID card will be subject to disciplinary measures and immediate suspension.

#### 2.4.4 Food and drink

Food and drink are not permitted in classrooms, lessons or group tutorials or the Learning Resource Centres. It is permitted to drink water from a bottle within all rooms in college.

#### 2.4.5 Visitors

Students should not allow visitors on to College premises or encourage them in any way to enter College grounds.

Students seen associating with unauthorised visitors will be deemed to be responsible for them being on College premises and hence to have broken the rule and be subject to disciplinary measures.

Where a student has received a prior warning about allowing in or associating with unauthorised visitors, and they are found to have broken this rule again, this will be regarded as a very serious disciplinary matter.

Students should report immediately the presence of unauthorised visitors or strangers to reception or to any member of staff available so that further action can be taken.

Where students are picked up from College by relatives or friends, they should arrange to meet the driver giving them a lift outside the College premises. *\*College premises begin at the College boundary*

#### 2.4.6 Alcohol

It is forbidden for students to bring alcohol on to College premises.

Students are not permitted to visit pubs or similar venues serving alcohol during their College day (i.e. during study periods or lunchtime).

It is unacceptable for students to come into College after drinking alcohol.

Any breach of the above rules on alcohol will result in the student being immediately suspended from College and their parents/carers will be invited into College to discuss the matter. Permanent exclusion is a possible outcome.

#### 2.4.7 Drugs, Illicit Substances or Drug Paraphernalia

Any student found using illegal drugs or illicit substances on or off College premises during the College day, or on College trips/visits will be immediately suspended, pending an enquiry into the circumstances of the incident. The student's parents/carers will be contacted alongside the Police in certain circumstances.

A similar approach will also be taken in the following circumstances:

- If a student is found in possession of illegal drugs, illicit substances or drugs paraphernalia
- If a student is found to be distributing or selling drugs or illicit substances or where there is sufficient evidence that this has occurred at a previous date
- If a student comes into College whilst under the influence of drugs or illicit substances, and where there is sufficient evidence that a student has taken drugs or illicit substances during the College day, even if they are not demonstrating signs of currently being under their influence
- Where there is evidence that a student has previously brought drugs or drugs paraphernalia onto College site, even if the drugs are no longer on the student's person

- Where there is evidence of an intent to bring drugs or illicit substances into college, whether or not they are actually brought on site
- If students who complicit in a situation where this policy has been contravened, or who attempt to cover for another student in these circumstances

The College may conduct searches of individuals and their belongings in line with Safeguarding protocols. Parents or carers will be informed if a search has taken place. The College does not conduct drugs tests as part of evidence gathering.

Decisions are made on a 'balance of probability' basis i.e. if the evidence suggests that it is likely that a contravention of the Drugs Policy has occurred.

Permanent exclusion is a likely outcome of the situations outlined above.

### 2.4.8 Smoking/Vaping

Smoking and Vaping is allowed in the designated area. Students must not smoke or vape in any other areas of the College. If a student is found to have breached this then this will be recorded and students who repeat the offence will be subject to disciplinary procedures.

When investigating disciplinary matter College leaders will use the fullest range of data provided through our site security arrangements.

### 2.4.9 Offensive Weapons

This document has been written to give guidance on how to report incidents when a young person has in their possession a knife, bladed article or weapon on College premises.

All schools and Colleges have been recommended to introduce and maintain a procedure relating to these circumstances; it is sensible that we have such a procedure.

The aim of the procedure is to promote precautions which seek to avoid possible injury to any member of the College community.

This document does not cover the many strands of legislation in relation to knife crime other than to say that the Offensive Weapons Act 2019 states that it is an offence to possess certain items such as knuckledusters, throwing stars and zombie knives, even in private. The Act also extends the existing offences of possessing a bladed article or offensive weapon on school/College premises to include further education premises in England and Wales.

In **ALL** cases of knife crime (as defined above) incidents **MUST** be reported to the Police.

This is the link to the DFE Guidance in relation to searching, screening and confiscating weapons, giving advice for head teachers, school/College staff and governing bodies.

#### [Searching, Screening and Confiscation](#)

Reporting knife crime to the Police is the first step in developing effective prevention strategies. The crime recording data can be used for identification of trends and crime patterns in education and in the local community. By using this information Education, Police and other Partner agencies can intervene before a problem becomes entrenched. This multiple strand approach is essential to tackling and reducing serious violent crime and knife crime in our communities. Additionally, it also gives the Police and Partner agencies the opportunity to work with those identified in a more holistic approach.

## What Action to Take

There are two ways of schools reporting incidents to the Police.

Where there is an **immediate** Police response required **DIAL 999**.

Immediate response is defined as:

- Danger to life
- Immediate threat or serious violence
- Serious injury to a person
- Serious damage to a property

If there is **no immediate threat** and **no necessity** for a police officer to attend on the day of the incident then Education should notify their Police School Liaison Officer within 24 hours.

A Police School Liaison Officer will record the relevant crime and make contact with the College within 24 hours of receiving the report in order to discuss the incident further and collect any seized items relating to the crime.

The College is also requested to notify Youth Justice Service using the inbox [yotbusinesssupport@tameside.gov.uk](mailto:yotbusinesssupport@tameside.gov.uk) providing the name and date of birth of the young person involved, along with details about the most appropriate person to contact in the College.

The Youth Justice Service will arrange for a multi-agency meeting to take place at the College within five working days in order to gather information and support the College in assessing any potential risk. The meeting will be attended by representatives from the College, Police and Youth Justice Service; if the young person and their family are already involved with other services then key workers from these agencies will be invited to attend. In instances where the young person and their family are not known or currently known to Children's Social Care, then a representative from the Local Authority's Early Help Access Point team will attend.

**Appendix 1** is a flow chart that outlines the process and provides further detail regarding considerations for the multi-agency meeting.

## WHAT ACTION CAN THE POLICE TAKE?

- The following is guidance only as there are a number of options available to the Police when dealing with knife crime – in particular youths with knives
- Each incident will be looked at individually and a number of factors will be considered including community safety, aggravating and mitigating factors, age and details surrounding the incident
- The Association of Police Officers (ACPO) give direction on dealing with youths and knife crime with disposals ranging from Youth Caution or Youth Conditional Caution and Charge. All of these disposals will result in the individual's details being recorded against the crime on the Police National Computer (PNC)
- However, Greater Manchester Police and Tameside Metropolitan Borough Council recognise that there may be mitigating factors that have resulted in the young person carrying a knife. Subject to these mitigating circumstances, Community Resolution may be a way of disposal without the necessity to 'criminalise' the individual
- In the event you require Police advice prior to contact by your police school liaison officer we request that you contact the 101 number

**IN ALL CASES ANY ITEMS SEIZED SHOULD BE STORED IN A SECURE  
LOCKED LOCATION PENDING POLICE ARRIVAL**

Permanent exclusion is a likely outcome for any student suspected to have brought offensive weapons into college.

#### 2.4.10 Respect for Others

Bullying and harassment of any kind will not be tolerated in college.

The following behaviours are regarded as bullying and/or harassment: verbal abuse, physical abuse, unwanted physical contact, hurtful jokes, blackmail, stalking, offensive e-mails or letters, displaying offensive material about a person, insulting graffiti, spreading rumours, isolating individuals and dis/misinformation. Where any of these behaviours occur, the matter will be taken very seriously and dealt with accordingly.

On line bullying/harassment (including e-mail, text, social media sites videoing, recording of audio or sharing images of others including staff/students without their consent) is taken seriously by the College and will be dealt with robustly where there is sufficient evidence that it has taken place, regardless of whether it takes place inside or outside college.

Students are responsible for the content (messages and images) on or in their social media accounts, including reposting of messages and images.

Bullying and harassment which is directed at or contains language in relation to the following will be regarded as an equality and diversity issue and will be treated as an extremely serious matter:

- Gender
- Race
- Religion
- Disability
- Sexuality
- Homophobic
- Biphobic
- Transphobic
- Protected Characteristics

We expect all students to familiarise themselves with the College's Equality Scheme, and to recognise and respect the worth of all individuals.

Students will be informed as to how to report bullying/harassment. They, or their parents/carers, should inform their Senior Tutor, a teacher or any other member of staff, who should report the matter to the Senior Tutor Managers.

#### 2.4.11 Bringing the College into Disrepute:

Any behaviours that results in:

- Members of the College community feeling unsafe
- Damage or potential damage to the college's reputation are likely to result in permanent exclusion.

#### 2.4.12 We also Expect Students to:

- Avoid wearing clothing containing swear words or other offensive language
- Dress in an appropriate manner in order not to offend anyone

- Respect the local community with regard to using local transport, noise levels, parking cars and littering
- Show respect to others by not using foul language

## 3 Procedures

### 3.1.1 For Minor Breaches of the Student Conduct Policy

Where a student is involved in a minor breach of the Student Conduct and Behaviour policy or is falling short of expected standards of attendance, work-rate or behaviour, an informal arrangement is suggested. Subject teachers are responsible for dealing with emerging concerns or minor incidents at course level. They may wish to seek the advice or help of their Head of Department, arrange to see the student, set targets and record on Cedar. A 'concern to tutor' comment should be added to the students' Cedar pastoral log. The students' Senior Tutor will see this comment and may choose to speak to the student.

Where there are minor concerns or breaches of the Positive Student Conduct and Behaviour policy, measures may include:

- A discussion with the member of staff who has raised concerns, or witnessed an incident to try and resolve the issue
- One-to-one interviews or discussions with subject teachers to discuss specific concerns
- Discussion with or on, informal warning from Senior Tutor about the issue (i.e. highlighting an emerging punctuality, attendance or behavioural problem)
- Support mechanisms being put into place, where appropriate

### 3.1.2 For More Serious Concerns, or Where Informal Arrangements Have Been Unsuccessful

At this point, the student's Senior Tutor should be contacted using Cedar. There are three systems of contact/referral:

1. **Information** – This is designed so that subject teachers or support staff can pass on a piece of information to the Senior Tutor and other relevant members of staff about a student. It does not always require a reply.
2. **Concern** – Should be sent when an issue becomes more serious and the strategies employed at course level have been unsuccessful. Where the problem is work related, the subject teacher may wish to seek the advice of their Head of Department to develop strategies to overcome the problem.
3. **Escalate to Senior Tutor** – It is suggested that, after three significant concerns have been sent and the concerns remain (or sooner if the concerns are of a very serious nature), an escalate to Senior Tutor comment is sent.

### 3.1.3 Categories of disciplinary/monitoring measures

#### 3.1.3.1 *Intervention and Support Plan (ISP) Stage 1 – Subject Teacher/HOD Intervention*

##### **Stage 1 – Subject Teacher/ HOD Intervention**

1. **Subject teacher** to meet with student to initiate **Stage 1 Intervention and Support Plan** for initial period of 3 weeks.
2. **Stage 1 Intervention and Support Plan form (ISP1)** to be completed by subject teacher which is uploaded to the students' Cedar page
3. Parents/carers will receive a letter to inform them.

<p><b>After 3 weeks- no progress made</b></p> <ol style="list-style-type: none"> <li>1. <b>Subject teacher and Head of Department</b> will meet with student to review <b>ISP1</b> and set any further actions/targets</li> <li>2. <b>ISP will be extended</b> for a further 3 weeks.</li> <li>3. <b>HOD</b> to communicate (phone, email or letter) ongoing concerns and inform of extension with parents/carers.</li> </ol>	<p><b>After 3 weeks – progress made, and actions/targets met</b></p> <ol style="list-style-type: none"> <li>1. <b>Subject teacher</b> to meet with student to review <b>ISP1</b></li> <li>2. <b>Subject teacher</b> to email parents/carers to communicate successful completion.</li> </ol>
<p><b>After 6 weeks, no progress made, move to Stage 2</b></p>	

### 3.1.3.2 *Intervention and Support Plan (ISP) Stage 2 – HOD and Senior Tutor Intervention*

<p style="text-align: center;"><b><u>Stage 2 – HODs/Senior Tutor Intervention</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Senior Tutor and HOD/a representative from the subject departments</b> to meet with student and parents/carers</li> <li>2. <b>Stage 2 Intervention and Support Plan form (ISP2)</b> to be completed by <b>Senior Tutor</b> and uploaded to the students’ Cedar page.</li> </ol>	
<p><b>After 3 weeks - no progress made and actions/targets not met</b></p> <ol style="list-style-type: none"> <li>1. <b>Senior Tutor and STM</b> to meet with student to review <b>ISP2</b> and initiate any further actions/targets</li> <li>2. Extend <b>ISP2</b> for a further 3 weeks</li> <li>3. <b>Senior Tutor</b> to communicate (phone, email or letter) ongoing concerns and inform of extension to <b>Cedar Contract Stage 2</b> with parents/carers.</li> </ol>	<p><b>After 3 weeks – progress made, and actions/targets met</b></p> <ol style="list-style-type: none"> <li>1. <b>Senior Tutor</b> to meet with student to review <b>ISP2</b></li> <li>2. <b>Senior Tutor</b> to email parents/carers to communicate successful completion.</li> </ol>
<p><b>After 6 weeks, no progress made, move to Stage 3</b></p>	

### 3.1.4 *Intervention and Support Plan (ISP) Stage 3 – STM and SLT Intervention*

<p style="text-align: center;"><b><u>Stage 3 – Senior Tutor Manager/SLT Intervention</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Senior Tutor and STM</b> to meet with student and parents/carers to explore concerns and initiate <b>Stage 3 Intervention and Support Plan (Final Contract)</b>.</li> <li>2. <b>Stage 3 Intervention and Support Plan (Final Contract) ISP3</b> to be completed by <b>Senior Tutor</b>, signed by all parties present and uploaded to Cedar</li> </ol>	
<p style="text-align: center;"><b>After 4 weeks (regardless of progress made or not):</b></p> <ol style="list-style-type: none"> <li>1. <b>Senior Tutor and SLT</b> to meet with student and parents/carers to review <b>ISP3 (Final Contract)</b> and <b>SLT</b> to convey decision on next steps/appropriate action</li> <li>2. <b>Stage 3 paperwork</b> updated with outcome of meeting as appropriate (either withdraw or ongoing monitoring and interventions as agreed).</li> </ol>	
<p style="text-align: center;"><b>Unsuccessful Outcome:</b></p> <p>Offer the student and parents/carers to withdraw themselves from Colleagueor be withdrawn. Offer Careers support, advice and guidance.</p>	<p style="text-align: center;"><b>Successful Outcome:</b></p> <p>Remain on <b>Stage 3 Intervention and Support Plan (Final Contract)</b> with ongoing monitoring and interventions as agreed by <b>SLT</b>.</p>

If the student and parents/carers do not accept withdrawal from College as the outcome of <b>Stage 3 (Final Contract)</b> , they have the right to appeal.	
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### 3.1.5 Progression from A1 (first year) to A2 (second year)

Where a student has given cause for concern during an academic year, or has been subject to disciplinary measures, yet has completed the academic year with some success, they may be put on an Intervention and Support Plan (ISP) Stage 2 on their return to College in the next academic year.

The ISP Stage 2 will last for the first half term and will set out clear expectations and targets for the student to achieve. Parents/carers will be informed in a meeting or by telephone or email that their son or daughter is on an ISP Stage 2, we will discuss the conditions of the agreement and the implications of not meeting the targets set.

At the end of the period of the ISP Stage 2, a decision will be made by the Senior Tutor as to whether the student has successfully achieved the targets or not. At this point, a decision will be made as to whether:

- The student should remain in College and be taken off the ISP Stage 2
- The student should remain in College but be escalated onto ISP Stage 3
- The student's parents/carers should be asked to withdraw him/her from college

If the latter is decided, and the student's parent/carer refuses to withdraw the student from College, the Assistant Principal - Engagement and Achievement may decide to permanently exclude the student from college.

If the student successfully completes this review but, at a later point, gives significant cause for concern, they will be placed on an appropriate ISP level dependant on the severity of the behaviour. Students who demonstrate a persistent and/or flagrant disregard for College rules and expectations, despite periods of time within the disciplinary system, will be subject to permanent exclusion.

### 3.1.6 Suspension and Exclusion

The College is deeply committed to retaining students and providing the opportunity for students who breach the rules outlined in this policy, to modify their behaviour. Occasionally, however, there are situations where it is in the best interest of the student and/or the College, for the student to be removed from College either temporarily (**suspension**) or permanently (**exclusion**). Suspension can provide the time and space for all parties to reflect and investigate the incident. The College would not make the decision to suspend or exclude a student lightly or without thorough consideration of the circumstances of the situation.

#### 3.1.6.1 *Suspension*

The College may suspend students without notice in the following cases:

- Where there is a serious breach of the College's Positive Student Behaviour and Conduct Policy
- Where an incident occurs in which the safety of individuals is threatened
- Where an incident occurs which compromises the reputation, public image of the College
- Where a serious, but as yet unproved, allegation has taken place and further investigation is needed

Suspension can only be issued by a member of the College's Senior Leadership Team, or a member of the Senior Tutor Management team. Suspended students will normally be asked to leave College premises immediately. They will be informed that they are excluded from College premises during the period of the suspension and failure to adhere to this instruction will be regarded as a further serious breach of discipline rules. The College will ensure that the student is in a position to make their way safely home from college.

Parents/carers will be telephoned immediately.

The College will endeavour to resolve the matter as quickly as possible, as this is in the best interests of both the student and the College. The College will inform parents/carers of the outcome of the investigation as soon as it is concluded, normally via a parental meeting.

Students who have been suspended should not under any circumstances enter the College campus during their suspension. If they do, then this will be regarded as a further significant breach of this policy.

### *3.1.6.2 Permanent Exclusion*

The need to permanently exclude a student may arise due to any of the following situations:

- For a serious breach of the College behaviour policy/expectations
- A persistent and/or flagrant disregard for the College behaviour policies
- Failure to meet the conditions of Stage 3 review.

Where the College is minded to exclude permanently, the student and their parents/carers will be informed, as soon as is possible and certainly within five working days, in writing, of this decision.

The decision to permanently exclude can only be made by a member of the College's Senior Leadership Team.

### *3.1.6.3 Appeals Against a Permanent Exclusion Where the Decision is Taken by a Member of the Senior Leadership Team*

If a student wishes to appeal against a decision to permanently exclude, they must do so, by letter, within five working days of the notification of the decision to exclude. The letter of appeal must:

- Be addressed to the Centre Principal
- Outline the reasons, arguments and evidence for opposing the decision to exclude

The student will normally be informed of the outcome of the appeal, in writing, within five working days of the receipt of the appeal.

If the student's appeal is upheld, they will be supported in resuming their studies, although other sanctions may be put in place as appropriate.

Where the appeal is unsuccessful or the student is unhappy with the outcome, they may appeal to the governing body. The student and their parents/carers will be informed of this right in the letter explaining the outcome of the appeal.

Please note that if the original decision to exclude was made by the Centre Principal, then the letter of appeal must be addressed to the Chief Executive Officer of Stamford Park Trust.

### *3.1.6.4 Appeals Against a Permanent Exclusion Where the Decision has Been Taken by the Centre Principal*

Appeals to the governing body must be made within five working days of the notification of the original appeal decision. Appeals to the governing body can only be made on the following grounds:

- That the decision did not take account of all the evidence
- That the punishment (exclusion) is out of proportion in relation to the 'offence'
- That new evidence has emerged/arisen which could not have been available or known about at the time of the original appeal
- That proper procedures have not been followed

If students/their parents/carers feel that any of the above grounds apply, they should appeal to the Chair of Governors, in writing, outlining the grounds for appealing, alongside any supporting evidence.

### *3.1.6.5 The Governors' Appeal Hearing*

The hearing will be held within ten days of receipt of the letter of appeal.

All documents to be considered at the hearing and a list of any persons who will be present at the hearing should be made available to all parties at least three days before the hearing.

A College representative(s) will be in attendance to outline the College's position and present the reasons for the exclusion.

At least three governors will hear the appeal and a chair will be elected.

The format for the hearing will be:

- The student and their parent/carer will present their case, referring to any supporting evidence/documents and clearly stating on which grounds they are appealing. They may call witnesses as appropriate
- The College's representative will be given the opportunity to ask any questions of the student
- Members of the appeal panel may then ask questions of the student
- The College representative will then present the College's case and outline the original reasons for the decision to exclude. The representative may also respond to any points made by the student and may introduce any witnesses or supporting documents to support their case
- The student will be given the opportunity to question the College representative on their case
- Members of the appeal panel may then have the opportunity to ask questions
- Both parties will then be given the opportunity to summarise their respective cases, beginning with the student, followed by the College representative. New information is not permitted within the summary and will be disregarded by the panel
- The panel will then retire to consider their decision, which all parties will be informed of within five working days
- The governors' decision is final

All references within this handbook to the "governing body", refer to the Local Governing Body of Ashton Sixth Form College.

## Appendix 1

