



# Student Inclusion and Disciplinary Policy and Procedure

Quality Document Number	QD058
Version	August 2021
Document Owner	Assistant Principal Student Wellbeing and Support
Review Period	2 Years
Review Date	Aug 23
JCC/ECG approval	N/A
Equality Analysis	Complete
Student Voice	Included
SLG Approval	N/A
Recommended by	N/A
Approved by Corporation	N/A

This document can be provided in a larger font, electronically or other accessible requirement, upon request.

# Student Inclusion and Disciplinary Procedure

## Contents

Section 1: Introduction

Section 2: Policy purpose

Section 3: Policy aims

Section 4: Steps leading up to formal inclusion and disciplinary procedure

Section 5: Judgements about behaviour

Section 6: Criminal activity

Section 7: Information to students

Section 8: Expectations on students

Section 9: Expectations on students

Section 10: Cause for concern

Section 11: Stage 1

Section 12: Stage 2

Section 13: Stage 3

Section 14: Appeals procedure

Section 15: Exclusion and re-admission

Letter templates

Flowchart – available as separate document in Share Point

## 1. Introduction

- 1.1. At East Coast College, we provide a supportive learning environment, which recognises every student's rights and responsibilities at all times. The College seeks to treat all those for whom it has responsibility with respect and dignity and to combat all forms of inequality, disadvantage, prejudice, unfair discrimination, harassment and mistreatment through its Single Equality Scheme.
- 1.2. The primary aim of the Student Inclusion and Disciplinary Procedure is to promote key themes of positive behaviour in students:
  - respect
  - responsibility
  - resilience
  - recognition

To assist in the journey towards employability through restorative processes enabling students to understand the impact of their behaviours on the learning of others – modelling the positive behaviours of employable individuals.

- 1.3. Restorative practices<sup>1</sup> will assist our students to be more employable.

## 2. Purpose of the Procedure

- 2.1. The purpose of the procedure is to ensure high standards of student behaviour whilst providing a clear framework within which the College operates. It aims to promote and develop positive student behaviour and give others the chance to tell offenders of the real impact of negative behaviour, to get answers to questions, and an apology. Restorative processes hold offenders to account for what they have done, help them to understand the real impact of what they have done and to take responsibility or make amends.
- 2.2. The Student Inclusion and Disciplinary Procedure applies to every individual enrolled as a student at East Coast College.
- 2.3. Engagement with restorative practices through an open dialogue will help all parties involved, i.e. students and staff, to understand 'what went wrong and why'.
- 2.4. When another organisation has an interest in the student (e.g. pre-16 or apprenticeship) that organisation may decide to use its own policies and procedures in addition to the College's.

---

<sup>1</sup> Restorative practices are endorsed by: The Anti-bullying and Youth Justice Board, the Ministry of Justice and the Department for Education.

- 2.5. In some circumstances the procedure may be adapted or adjourned if it is in the interest of the student (e.g. when the student may benefit from support from an internal or external agency).
- 2.6. The College has clearly communicated expectations and standards that students must adhere to. The Student Inclusion and Disciplinary Procedure will be used to address the behaviour of students who do not adhere to these standards.

### 3. Aims of the Procedure

All stages of this procedure are designed to promote themes of respect, responsibility, resilience and recognition in accordance with the definitions set out below.

- 3.1. A lack of respect can be a root cause of negative behaviour, disruption and damage to property.

**Respect:** Treating others with respect; being polite and courteous; respecting the freedom of others and their property; taking care of other people's property and not taking other people's property without permission.

**Tolerance and acceptance:** Respecting people's differences. Listening to the point of view of others and trying to understand. Not judging people by their outside appearances.

**Non-violence:** Solving disagreements peacefully, without violence. Dealing with anger peacefully and never using physical force to show anger or to achieve a desired outcome.

**Courtesy:** Using good manners, being polite and courteous to everyone. Not hurting others by embarrassing them, putting them down, or insulting them.

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

- 3.2 **Responsibility** means being in charge of individual choices, and your own life. It is:

- Committing to things and doing them.
- Accepting the results that come from one's actions.
- Knowing the difference between right and wrong.
- Stepping up to do something when no one else will do it.
- Thinking things through and making informed decisions.

- 3.3 **Resilience:** East Coast College will promote resilience in our students by encouraging them to become increasingly independent, responsible and empathic; to approach people and situations with positivity and trust. College

staff will demonstrate and teach students to communicate with others, solve problems, and successfully handle negative thoughts, feelings, and behaviours.

- 3.4 **Recognition:** using restorative approaches East Coast College will seek to increase the emotional intelligence of our students.

#### **4. Prior to the Student Inclusion and Disciplinary Procedure**

- 4.1. A staff member with concerns about a student's academic progress, attendance or conduct must first meet with the student to try to resolve the issues through informal action planning to engender respect and responsibility, build resilience and recognition.

#### **5. Judgements about behaviour**

- 5.1. Expectations and standards are set out in this procedure under Section 8
- 5.2. There are 3 stages to the formal inclusion and disciplinary procedure, which are triggered if the informal stage cause for concern is unsuccessful or inappropriate to concern. The investigating/disciplining member of staff will use their judgement about the seriousness of an individual student's behaviour to determine the inclusion or disciplinary stage.

**Stage 1 (formal verbal warning)** is the first formal stage of the procedure and should normally be used after the informal cause for concern has been used but has not had the desired impact. The student's risk rating will become amber and will be reviewed by their teacher.

In the case of **serious misconduct, stage 2 (formal written warning)** can be used without the previous stages. The student's risk rating will become red and will be reviewed by the teacher.

In the case of **gross misconduct, stage 3 (formal final written warning)** can be used without the previous stages. The student's risk rating will become red and will be reviewed by the staff member.

Throughout all stages, reference should be made to the Single Equality Policy; East Coast College does not and will not tolerate discrimination and harassment on the grounds of a protected characteristic, including sexual harassment as defined by '*Keeping Children Safe in Education*' (DfE, September 2021). Consideration should also be given regarding intent to violate dignity and/or make the person feel intimidated, degraded or humiliated and/or create a hostile or sexualized environment.

Furthermore, the College does not and will not tolerate the possession or use of weapons, alcohol, drugs or other illegal substances on College premises.

In the case of an incident that may be considered under stage 2 or stage 3, a curriculum manager, assistant principal, deputy director of faculty, director of faculty or the duty principal may decide to ask the student to leave college

premises for a 'cooling off' period. In such cases it is unlikely that this period would extend beyond the day of the incident. For example, if a student is involved in an incident during the morning, they may be asked to leave the College for the remainder of the day and return the following day, or the next day of timetabled attendance. A record of the incident will be made on ProMonitor meetings (college)/Dashboard (L6FC) and the student's risk rating will become red and will be reviewed by the teacher.

**Suspension is different from 'cooling off'** and will usually be for a longer period of time. A student should only be suspended if involved in an incident that may be considered under stage 2 or stage 3 of the procedure. Furthermore, suspension should only be used when a student's absence from college is required in order to allow a full and thorough investigation into an incident to take place or when criminal activity is suspected.

Under normal circumstances any inclusion or disciplinary sanctions imposed will remain "live" for the duration of the student's current course of study although reduction of sanction will be considered following restorative practices where appropriate.

## **6. Criminal Activity (whilst engaged in college activities)**

- 6.1. The College reserves the right to report possible criminal activity to the Police and/or advise victims of their right to do so.
- 6.2. Inclusion or disciplinary action by the College may be deferred pending the outcome of criminal proceedings.
- 6.3. Inclusion or disciplinary action by the College can be taken regardless of the outcome of any criminal investigation by the Police.
- 6.4. In some cases the College may decide to suspend a student pending the outcome of proceedings.
- 6.5. Restorative practice is not an appropriate method of resolution where criminal activity is proven or police investigations are ongoing.

## **7. At each stage of the procedure the student will be given:**

- 7.1. Clear reasons for invoking the student inclusion and disciplinary procedure.
- 7.2. Details of the procedure and the consequences if the misconduct continues.
- 7.3. Details of any restorative practices deemed appropriate and the effect of these on inclusion or disciplinary status.
- 7.4. Details of how to appeal against the outcome of any inclusion or disciplinary action.
- 7.5. Details of how and where the matter will be recorded.

7.6. Information about who will be informed.

7.7 Appropriate support to ensure that they fully understand this procedure.

## **8. At East Coast College and Lowestoft Sixth Form we expect students to**

8.1. Adhere to the College Respect code whilst on College premises and whilst participating in offsite college activities:

- Respect other people regardless of differences in culture, ability, race, gender, age, religion, sexual orientation.
- Attend all classes and other scheduled events punctually.
- Complete set work on time and to the best of ability.
- Seek help if needed.
- Take care of the College buildings, furnishings and equipment and respect other people's property.
- Help to make the College a safe and pleasant environment for everyone.

## **9. At East Coast College and Lowestoft Sixth Form we expect students do not:**

- Smoke on College premises outside of the designated areas. This includes e-cigarettes.
- Behave in a disruptive, aggressive, abusive, intimidating or anti-social way including the use of unacceptable language.
- Fail or refuse to follow the reasonable instructions of a member of staff.
- Disrupt or interfere with the education or learning of fellow students including unduly noisy or unruly behaviour.
- Display or circulate any material which is designed to radicalise, cause offence or distress to others.
- Be intoxicated whilst at College due to alcohol or use of toxic, dangerous or controlled substances.
- Consume or possess toxic, dangerous or controlled substances or alcohol.
- Make or send annoying, obscene, malicious or indecent telephone calls, text messages, emails or any source of social media
- Cause malicious damage to, or theft of, the property of other students, staff or visitors to the College.
- Gain unauthorised access to or make modifications to College files or computer materials.
- Carry any weapon or possess a weapon/any other object with the intention or purpose of use in a threatening way.
- Falsify College documents or submit materials or work for assessment

which has not been made or authorised by you, this is known as plagiarism.

- Take part in any illegal activity.
- Cheating, plagiarism or copying of the work of other students;
- Behave in any way which adversely affects the reputation of the College.

## **10. Informal Verbal Warning**

- 10.1. If a teacher / SAM (or vocational trainer for apprentices) has any concerns about a student's academic progress or conduct, poor punctuality, poor attendance, poor work submission, swearing, persistently turning up without equipment, etc. they should work with the student to mediate an appropriate resolution, develop the four aspects of positive behaviour and agree and complete a Student Action Plan.
- 10.2. The teacher (or vocational trainer for apprentices) should keep a copy on ProMonitor comments (college)/Dashboard (L6FC) for future review.
- 10.3. If the conditions of the Student Action Plan are not met, or if the original issue is sufficiently serious, the following inclusion and disciplinary procedure will be used.

## **11. Stage 1 Formal Verbal Warning (teacher, vocational trainer, SAM, curriculum manager)**

- 11.1. This might be used in the case of offences such as: breach of smoking rules, breach of parking rules, erratic driving on College premises, not carrying out a reasonable request, persistent swearing, sexualized comments including telling sexual stories, making lewd comments or sexualised jokes, inappropriate behaviour or persistent academic/attendance concerns after action plans have been agreed and not met.
- 11.2. A formal meeting takes place between the teacher (or Vocational trainer for apprentices) and the student. A member of student services can support where required.
- 11.3. If a student fails to attend a scheduled inclusion and disciplinary meeting the chair of the meeting may, at their discretion, conduct the meeting in the student's absence. In such cases the outcome of the meeting will be communicated in writing to the student within five working days.
- 11.4. For students under the age of 16 the school will be informed and the Curriculum Manager will arrange a meeting in liaison with the home school.
- 11.5. If, after a meeting (11.2), it is decided that inclusion or disciplinary action is appropriate, a formal verbal warning will be issued and confirmed in writing, and, if 16/17yrs, a copy sent to the student's parent/guardian (and employer for apprentices), by the chair who will also ensure details are recorded and added

to the student's ProMonitor meetings (college)/Dashboard (L6FC).

11.6. A Stage 1 Student Inclusion Action Plan/Formal Verbal Warning will be agreed as a result of the meeting. The action plan will seek to mediate a resolution and develop the four aspects of positive behaviour and will be monitored by the teacher (or Vocational trainer for apprentices).

11.7. If all actions are not completed within agreed timescales, the chair should be informed and Stage 2 implemented.

11.8. Where it is deemed appropriate students should be given the opportunity to resolve a Stage 1 formal verbal warning through engagement with restorative approaches.

11.9. Please note :

A review panel meeting may be held before the stage 1 inclusion and disciplinary meeting to help gather information from both internal and external partners if required.

## **12. Stage 2 Written Warning (Curriculum Manager or Deputy Director of Faculty (L6FC) in agreement with Assistant Principal or Principal L6FC)**

12.1. This will be used if a student fails to meet the conditions agreed in Stage 1 or in cases of offences such as: inappropriate behaviour towards others, verbal, abuse, sexualized physical behavior such as deliberately brushing against someone, serious misbehaviour in class/on College premises.

12.2. A formal meeting takes place, chaired by the Curriculum Manager or Director of Faculty, between the teacher (or vocational trainer for apprentices), a member of student services where required and the student. The student can ask for a friend or other representative to support them, but not speak for them. For students ages 16/17yrs a parent/guardian will be invited to attend.

12.3. If a student fails to attend a scheduled inclusion and disciplinary meeting the chair of the meeting may, at their discretion, conduct the meeting in the student's absence. In such cases the outcome of the meeting will be communicated to the student within five working days.

12.4. For students under the age of 16, the Curriculum Manager or Deputy Director of Faculty will arrange a meeting in liaison with the home school.

12.3. If, after a meeting (12.2), it is decided that inclusion or disciplinary action is appropriate, a formal written warning will be issued, and, if 16/17yrs, a copy sent to the student's parent/guardian (or employer for apprentices), by the chair who will also ensure details are recorded and added to the student's ProMonitor meetings (college)/Dashboard (L6FC) record.

12.4. A Stage 2 Student Inclusion Plan/Written Warning will be agreed as a result of the meeting. The action plan will seek to mediate a resolution and develop the

four aspects of positive behaviour and be monitored by the teacher (or vocational trainer for apprentices).

12.5. If all actions are not completed within agreed timescales, the chair should be informed and Stage 3 implemented.

12.6. Where deemed appropriate, students should be given the opportunity to convert a Stage 2 written warning to a formal verbal warning (Stage 1) through engagement with restorative practices.

12.7. Please note:

A review panel meeting may be held before the stage 2 inclusion and Disciplinary meeting to help gather information from both internal and external partners if required.

**13. Stage 3 Final Written Warning/Inclusion Action Plan (Assistant principal or Director of Faculty (L6FC) in agreement with Deputy Principal/Principal (L6FC) and Assistant Principal Student Wellbeing and Support)**

13.1. This will be used if a student fails to meet the conditions agreed in Stage 2 or in cases of offences such as: intimidation, cheating in exams and plagiarism, use or possession of illegal drugs on college premises, non-payment of course or associated fees or more serious misbehaviour in class/on College premises which in employment terms would be called 'gross professional misconduct', intentional interference with someone's clothing, displaying pictures, photos and drawings of a sexual nature, online sexual harassment and up-skirting.

13.2. The assistant principal/director of faculty shall, at their discretion, suspend the student and confirm on the day with parents/guardian of this action if the student is aged 16.17yrs. This will be followed up in writing to the student, and parent/guardian (student aged 16/17yrs or employer for apprentices), the reasons for suspension and a date for a stage 3 inclusion and disciplinary meeting.

13.3. A formal meeting takes place, chaired by the deputy principal/principal L6FC between the teacher, (or vocational trainer for apprentices), student and either assistant principal student wellbeing and support or curriculum manager/assistant principal. In the case of students who are under 18, a parent/guardian (or employer for apprentices), will be invited to attend. Student can ask for a friend or a student course representative/student ambassador to support them, but not speak for them.

13.4. If a student fails to attend a scheduled inclusion and disciplinary meeting the chair of the meeting may, at their discretion, conduct the meeting in the student's absence. In such cases the outcome of the meeting will be communicated to the student within five working days.

13.5. For students under the age of 16, curriculum manager will arrange a meeting in liaison with the home school.

- 13.6. If, after a meeting (13.3), it is decided that inclusion or disciplinary action is appropriate, the student will either be allowed to stay at College, subject to a stage 3 final written warning/inclusion action plan or will be excluded with immediate effect. In the majority of cases this decision will not be immediate but will be communicated within 24 hours of the meeting.
- 13.7. In the event of a stage 3 final written warning/inclusion action plan being issued, a formal letter will be issued by the chair who will also ensure details are recorded and added to the student's ProMonitor meetings (college)/Dashboard (L6FC) record.
- 13.8. If a Stage 3 final written warning/inclusion action plan is issued, it will seek to develop the four aspects of positive behaviour and be monitored by the teacher (or vocational trainer for apprentices). Failure by the student to sign the final written warning/inclusion action plan could result in escalation to an exclusion.
- 13.9. Where it is deemed appropriate, students should be given the opportunity to convert a stage 3 final written warning to a stage 2 written warning through engagement with restorative practices.
- 13.10. The contract is to be monitored carefully by the curriculum manager and teacher (or vocational trainer/ manager for apprentices) and if breached may result in exclusion. If an exclusion from College is agreed, a formal letter is sent from the deputy principal/Principal (L6FC) to the student and, if 16/17yrs, a copy sent to the student's parent/guardian, informing them of the exclusion. The letter should contain details of the appeals procedure.
- 13.11. An exclusion from college can be either fixed term or permanent. In most cases exclusion will be fixed for the remainder of the current academic year. However, in certain circumstances the College may decide to permanently exclude a student from the College.
- 13.12. Please note :  
A review panel meeting may be held before the stage 3 inclusion and disciplinary meeting to help gather information from both internal and external partners if required.

## **14. Appeals Procedure**

- 14.1. Any appeal against an informal or formal verbal warning decision will be considered by the curriculum manager/deputy director of faculty.
- 14.2. Any appeal against a written warning decision will be considered by the assistant principal/director of faculty.
- 14.3. Any appeal against a final written warning decision will be considered by the deputy principal/principal (L6FC).
- 14.4. An appeal against and exclusion will be considered by the principal (ECC).
- 14.5. Appeals must be received within 7 working days and detail the reasons why

they feel the decision should be rescinded.

14.6. The relevant manager shall acknowledge receipt of the letter of appeal within 5 working days and confirm the date for the appeal meeting within 21 working days.

14.7. A formal meeting will take place, chaired by the relevant manager, Assistant Principal Student Wellbeing and Support, any other member of staff deemed appropriate, and the student, who will be invited to present their appeal. In the case of students who are aged 16/17yrs, a parent/guardian and/or linked professional will be invited to attend. The student can ask for a friend or other student representative to support them, but not speak for them – regard will be given to any attempt at restoration.

14.8. A student may not ask for consideration to be given to anything that was not considered as part of the original inclusion and disciplinary hearing.

14.9. The deputy principal/principal (L6FC) may decide to:

- Uphold the appeal and re-admit the student unconditionally/remove the final written warning.
- Re-admit the student at a stipulated time/remove the final written warning subject to conditions (which may include restorative practices).
- Reject the appeal and uphold the exclusion of the student from the College/uphold the final written warning.

## **15. Exclusion and re-admission**

15.1. Students who are excluded and whose appeal has been rejected will not normally be allowed to re-enrol at the College within the same academic year. This information will be stored against their ProMonitor (college)/Dashboard (L6FC) and data records.

15.2. Students who have been excluded for a fixed period may apply for re-admission the following academic year. This should be to the deputy principal/principal (L6FC).

15.3. Re-admission is at the discretion of the deputy principal/principal (L6FC) who may convene a panel for a student to present their case for re-admission.

## **Student Inclusion and Disciplinary formal letter formats and action plan for meetings:**

### **Student Invitation to Formal Meeting**

< Date >

< Addressee >

Dear <name>

### **Invitation to Inclusion and Disciplinary Meeting <insert formal stage 1/2/3>**

You are invited to an Inclusion and Disciplinary meeting, relating to < summary of suspension/disciplinary issue(s) and date(s) if appropriate >

This meeting will take place at < venue > on < date & time >. Please sign in at the College's reception five minutes prior to the appointment.

I enclose a copy of the College Student Inclusion and Disciplinary Procedure, and confirm that a member of your family or an advocate who may be a student representative or friend, may accompany you to the meeting for support.

Please find enclosed a copy of the report and/or action plan < insert relevant report/action plan >, that will inform the meeting. You will be given the opportunity to discuss these issues at the meeting.

I must also inform you, that should you fail to attend the meeting, it will still take place and a decision will be made in your absence.

Please confirm your attendance at the meeting by contacting < name & contact details >

Yours sincerely

<SAM/ Teacher/CM/Deputy DoF/DoF/Assistant Principal Name >

< Title >

< Contact Details >

Enc: Student Inclusion and Disciplinary Procedure Report and/or Action Plan relevant to meeting

cc < ProMonitor meetings (college)/Dashboard (L6FC)>

## Parent/Carer Invitation to Formal Meeting

< Date >

< Addressee >

Dear <Name>

### Invitation to Inclusion and Disciplinary Meeting <insert formal stage 1/2/3>

You are invited to an Inclusion and Disciplinary meeting for <student name>, relating to < summary of concern/ suspension/disciplinary issue(s) and date(s) if appropriate >

This meeting will take place at < venue > on < date & time >. Please sign in at the College's reception prior to the appointment.

I enclose a copy of the College Student Inclusion and Disciplinary Procedure, and look forward to seeing you at the meeting. If you are unable to attend please contact us on the below number to arrange a more convenient time. If we do not hear from you to reschedule, the meeting will still take place and a decision made in your absence, which we will write to inform you of.

Please confirm your attendance at the meeting by contacting < name & contact details >

Yours sincerely

<SAM/ Teacher/CM/ Deputy DoF/DoF/Assistant Principal Name >

< Title >

< Contact Details >

Enc: Student Inclusion and Disciplinary Procedure Report and/or Action Plan relevant to meeting

cc < ProMonitor meetings (college)/Dashboard (L6FC)>

## Outcome letter

< Date >

< Addressee >

Dear < Student Name >

### **Outcome of Inclusion and Disciplinary Meeting <insert formal stage 1/2/3>**

Following your attendance at the Inclusion and Disciplinary meeting on < date >, I write to confirm the outcome of the meeting

< Insert outcomes/actions >

I would like to remind you, that failure to respond to the actions agreed may leave me with no alternative but to ask you to leave your course at the College.

Your success is important to us and I look forward to an equal partnership and commitment from you.

Yours sincerely

< SAM/Teacher/CM/ Deputy DoF/DoF/Assistant Principal Name >

< Title >

< Contact Details >

Enc: Student Inclusion and Disciplinary Procedure Report and/or Action Plan relevant to meeting

cc < ProMonitor meetings (college)/Dashboard (L6FC)>  
< Parent/Carer if 16/17yrs or in agreement with student

## Student Action Plan

Name of Student:

Course:

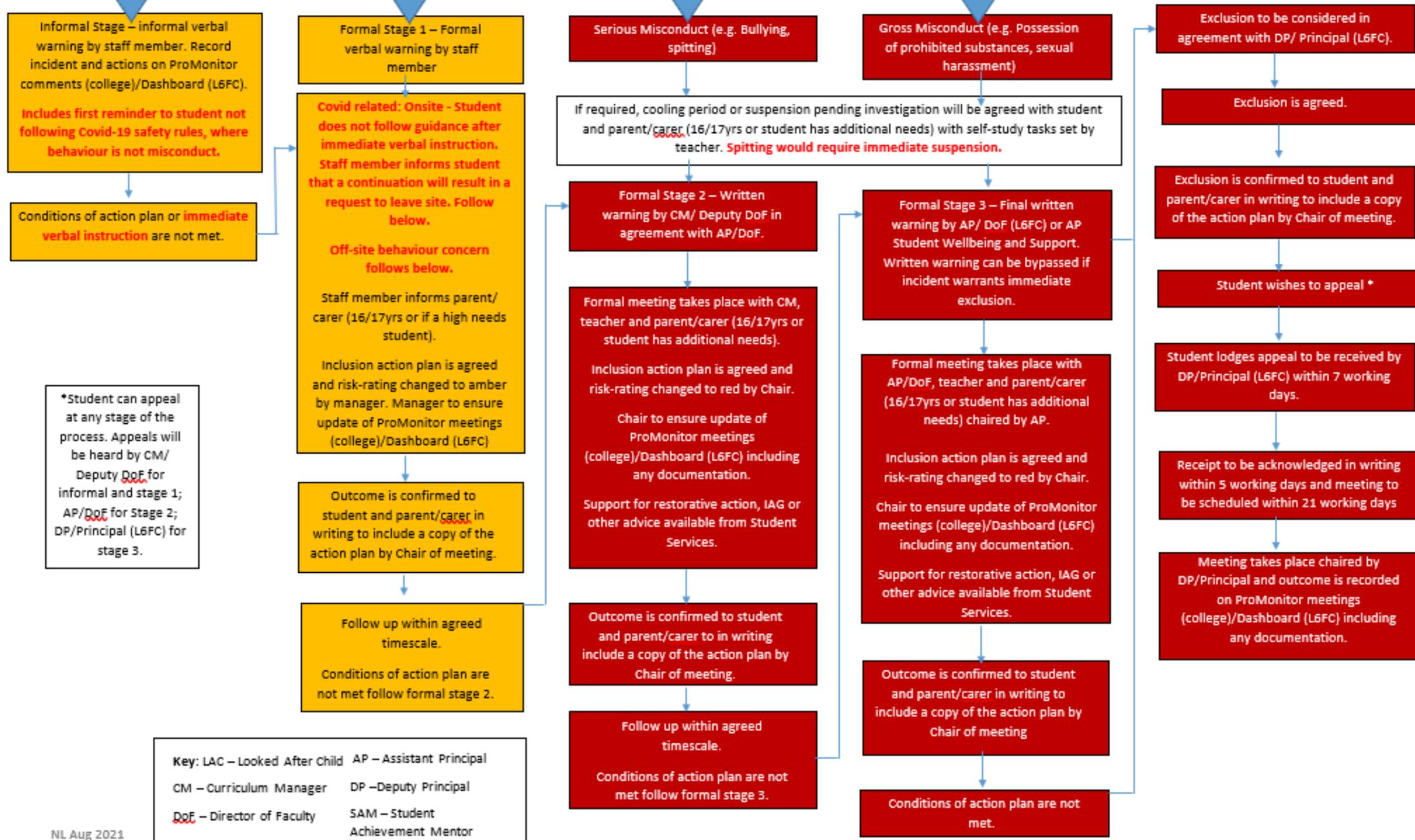
Teacher/Vocational trainer:

Date:

<b>Summary of Concerns</b>		
<b>General actions for Student (SMART Targets)</b>	<b>By date:</b>	<b>Achieved:</b>
<b>Actions to instill RESPECT</b>		
<b>Actions to instill RESPONSIBILITY</b>		
<b>Actions to instill RESILIENCE</b>		
<b>Actions to instill RECOGNITION</b>		
<b>Actions for Teacher/Vocational trainer (to support the Student's SMART Targets)</b>		
<b>RESTORATIVE PRACTICES suggested/ offered/ agreed</b>		
<b>Monitoring Update (record progress and further actions if required)</b>		
Date: _____		
<b>Signed Staff member:</b>	<b>Signed Student:</b>	

# Student Inclusion and Disciplinary Flowchart 2021/22

- Concern about progress, attendance or behaviour – interaction can begin at the most appropriate stage
- If student is a Care Leaver/LAC or there is a safeguarding/wellbeing concern inform Safeguarding Co-ordinator or ALS Co-ordinator if SEND.
- If concern/incident involves bullying or harassment inform manager and duty safeguarding officer.
- In the event of virtual learning - student invited onsite to complete work or receive face to face support, immediate action should be taken where social distancing and college processes are not followed. **Additional guidance regarding Covid-19 highlighted in red.**



NL Aug 2021

**Key:** LAC – Looked After Child AP – Assistant Principal  
 CM – Curriculum Manager DP –Deputy Principal  
 DoF – Director of Faculty SAM – Student Achievement Mentor