

# FE Student Management Procedures

For the attention of: All Staff  
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## Vision, Purpose & Values

### Our Vision

Our students will be recognised locally & nationally for their positive impact on the communities and industries in which they choose to work.

### Our Purpose

To inspire our students to gain the skills, knowledge and behaviours they need to be resilient and thrive in an ever-changing world.

### Our Values

**Excellence:** A culture of creativity, high expectations, ambition and aspiration

**Respect:** Showing fairness, courtesy and mutual respect to each other and our environment

**Integrity:** Honesty, openness and trust at the heart of College life

**Diversity:** Celebrating diversity and inclusivity as a key to our success

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## 1. Policy Statement

WFCG aims for students to take responsibility for managing their behaviour, success and the consequences that result from their choices.

This policy has been drawn up to ensure that all students who may be subject to this disciplinary procedure are dealt with in a fair and consistent way and applies to students whether on or off the College premises (including Industry Placements).

Students may be suspended (non-judgemental) by curriculum management or the Safeguarding Manager.

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

The student management policy aims to:

- Have all students' best interests at the centre of decision making
- Establish clear boundaries and acceptable behaviour
- Enable students to complete their course successfully by providing a consistent and fair approach when dealing with student disciplinary matters
- Protect and safeguard students, staff, and stakeholders
- Provide early intervention strategies and identify support for students who are at risk of jeopardising their own and others' success
- Identify and offer appropriate support for students via an agreed action plan
- Protect the reputation of the college and promote its core values
- Enable the group to review disciplinary procedures to ensure ongoing service improvement
- Clarify reporting procedures for staff
- Enable WFCG to exclude students whose behaviour is consistently unacceptable and/or which is negatively impacting the learning environment

WFCG have a whole college approach to preparing students for life in modern Britain and a culture of zero tolerance to sexism, misogyny, homophobia, biphobia, and sexual violence/harassment.

WFCG expects all students to be punctual and to maintain an attendance record of more than 92%. Attendance is continually monitored, and support or actions will be put in place for students failing to meet these expectations. Recording attendance is a legal requirement.

## 2. Safeguarding

Safeguarding is a priority at WFCG so any student behavioural issue or concern will always be considered from this standpoint. This enables WFCG to identify and manage concerns early, as well as unmet educational or other needs. All safeguarding concerns are dealt with in accordance with the College's Safeguarding and Child Protection Policy and Procedures and may involve external agencies. All staff are inducted in and regularly briefed on Keeping Children Safe in Education.

### 3. Special Circumstances

Due regard must be paid to the following student circumstances/status:

It should be remembered that inappropriate behaviour or conduct may occur because of the student experiencing personal difficulties, which the student may or may not have disclosed. Any student who behaves inappropriately should be always treated with respect; a supportive environment which encourages students to disclose information about difficulties that they may be having should be provided so that appropriate action can be taken.

Examples of difficulties may include:

- Homelessness
- Being in care or leaving care
- Alcohol abuse, drug abuse or self-harm
- Pregnancy
- Recent loss/bereavement
- Caring responsibilities
- Health issues
- Domestic violence and abuse
- Personal relationship difficulties
- Bullying and/or harassment
- An undisclosed or undiagnosed learning difficulty or disability e.g. dyslexia, dyscalculia, ADHD etc.

Early warning signs for students who may be experiencing difficulties are:

- Being persistently late for lessons
- Poor attendance
- Failure to complete coursework/assignments
- Changes in physical appearance
- Failure to engage in lessons, appearing withdrawn or being disruptive (change in behaviour)
- Appearing to be under the influence of drugs/alcohol
- Suspected or actual evidence of physical, mental, or emotional abuse

\*\* If a lecturer, personal tutor, or any other staff member suspects that there are exceptional circumstances please discuss with the departmental Pastoral Support Tutor/ DSL/ ALS link so that they can assist the student to overcome their specific barrier to learning and signpost to appropriate support before the management procedure is implemented.

#### **4. Vulnerable Students**

If a student is considered vulnerable and/or is known to the Students Service Team, the Safeguarding/ALS teams must be notified if action is taken under this Policy.

Examples of students in this group include:

- Care leavers
- Those in the youth offending system
- Teenage mums and dads
- Young Carers
- Accompanied and unaccompanied asylum seekers
- Looked after children

#### **5. Students with Education, Health , and Care Plans (EHCPs)**

Where students with EHCPs have the disciplinary procedure invoked, WFCG will take every measure to ensure that reasonable adjustments are made to support and retain the student on their programme of study. The curriculum team must alert the Head of Additional Learning Support or Head of Foundation when a student with an EHCP is subject to the disciplinary procedure so that the student's progress can be monitored. Where all reasonable adjustment measures have been exhausted or in cases where a student's behaviour is escalating to a point which warrants a decision to exclude, the Head of ALS/Foundation will work with the appropriate local authority to ensure that procedures to facilitate a change of placement are followed. Where a student with an EHCP is excluded, the curriculum team must ensure that arrangements are in place to support the student until the change of placement is finalised and the student is officially 'off roll.'

#### **6. Disciplinary Procedure and Consequences**

WFCG has a graduated scale for dealing with any disciplinary concerns related to student behaviour (misconduct\*) and/or academic performance.

Level 1 – minor breaches (x3 before escalation to L2)

Level 2 – repeated Level 1 breaches and/or moderate breaches

Level 3 – serious breaches and persistent Level 2 breaches (x2)

*\*Misconduct is defined as when a student behaves or intends to behave in an abusive, disruptive, or inconsiderate manner.*

Where an incident of serious misconduct occurs (that impacts student/staff safety), the person initially dealing with it should consult with the Safeguarding Manager or Assistant Principal to consider and decide on which stage of the procedure should be used.

The decision will be based on:

- Safety of the whole College community
- The extent to which the behaviour can be defined as misconduct or serious misconduct as outlined below or the extent to which it is in contravention of College Values
- Existing/previous records of misconduct
- The impact that the incident may have on individuals and the College

If the misconduct is **serious** (see below) Level 3 procedure will be used immediately.

## **Level 1** 1

The following are examples of minor breaches, although the list is not exhaustive:

- Frequent lateness (over 10 mins late x3) or persistent poor attendance (85%- be mindful of attendance patterns, e.g. same lesson is not attended 3 consecutive times)
- Failure to complete homework/coursework/assignments (x3 times)
- Smoking (including vaping and other alternatives) in a non-smoking area
- Failure to treat the environment (animals, plants, and resources) with respect appropriate to their purpose
- Repeated failure to wear the College lanyard – this lanyard is required for security reasons and for the health and safety of everyone at the College
- Eating and drinking during lesson time without the consent of the teacher. Hot food is not permitted under any circumstances. Food brought onto the premises should, in general, be consumed in the assigned areas
- Persistent / unreasonable / extended unauthorised absence
- Low level, persistent disruption (including the use of personal mobile devices when inappropriate), behaviour which makes learning difficult for other students
- Persistent poor attitude to learning
- Unsatisfactory performance on Industry/work placement

- Cheating (including the use of AI (Artificial Intelligence) and plagiarism)
- Abusive language towards another student, member of staff or visitor
- Failing to obey a reasonable instruction given by a member of staff
- Noisy behaviour or causing a disturbance in the College generally
- Persistent, inappropriate use of mobile phones/devices in classes/learning environments
- A strong suspicion, due to odour, that a student has been smoking or carrying cannabis (note: if a student is found to be taking drugs on the College site, is clearly under the influence, is suspected of selling drugs or is carrying drugs paraphernalia, this will be dealt with under the serious misconduct procedures below)
- Negative behaviour online (including on social media) which causes disruption to classes and/or amongst other students
- Spitting and/or littering
- Persistent loitering on college premises and causing disruption when classes are not timetabled
- Consensual but inappropriate physical contact in the college environment

### **Managing Level 1 breaches**

Minor breaches are initially dealt with informally:

- Personal Tutor (curriculum), Teacher (e.g. Maths/English) and Pastoral Tutor or Specialist Tutor (ALS) to discuss with the student how to rectify or resolve the issue by a given date.
- A record to be kept on a student's ILP.
- Parents/carers may not necessarily be involved at this stage however they are regularly kept in the loop about any concerns with student progress or behaviour.

### **Level 2**

Repeated Level 1 breaches (x3) or failure to make progress as agreed become Level 2 breaches (some conduct issues will go straight to Level 2).

Direct level two breaches can also include:

The following are examples of moderate breaches, although the list is not exhaustive:

- Serious disrespect towards staff e.g. racist language and/or swearing at a member of staff
- Persistent disruption (including the use of personal mobile devices when inappropriate), behaviour which significantly impacts others learning
- Aggressive/abusive/threatening language towards staff or students
- Serious academic misconduct

- Failing to follow the College ID policy
- Inappropriate use of college resources
- Behaving in an unsafe manner whilst onsite (e.g. unsafe driving)

### **Managing Level 2 breaches**

Require a formal meeting with the student, parent/carer, pastoral tutor, and Curriculum Management (who will invite relevant tutor or member of staff).

- A learner agreement to be written with clear targets and goals for the student with review date and support in place.
- A record to be kept in the Student's ILP.
- Written warning to be issued and sent to student/parents/carers (if under 18) either via post or email.

### **Level 3**

Failure to meet terms of Learner Agreement or a serious breach resulting in going straight to Level 3 for serious misconduct.

Serious breaches, many of which constitute illegal behaviour, that will lead to formal suspensions and/or permanent exclusion include, but are not limited to, the following:

- Physical assault against any member of the college community
- Possession/supply/use of illegal drugs, solvents or their paraphernalia or substances intended to resemble them as well as unacceptable behaviour resulting from the misuse of drugs, solvents, alcohol, and any other substances
- Possession/supply/use of unauthorised firearms or weapons, including knives, and replicas
- Possession/distribution of obscene material in any form
- Bullying, (including cyberbullying), blackmail, intimidation, threatening behaviour and inciting others to violence and other such misconduct
- Sexual misconduct: sexual violence (rape, assault by penetration, sexual assault) and sexual harassment (unwanted conduct of a sexual nature including sexual comments, jokes/taunting, touching or other physical behaviour and online sexual comments/messages and sharing of nude or semi-nude images and/or videos, or explicit content)
- Abuse relating to disability, sexual orientation, religion, and/or other protected characteristics under the Equality Act 2010
- Theft, vandalism, and damage to property which may result in damages being applied
- Serious breaches of the IT Acceptable Usage Policy including computer hacking, inappropriate use of social media or online technology

- Persistent disruption (including the use of personal mobile devices when inappropriate), behaviour which significantly impacts others learning
- Exam malpractice in relation to any examination or assessment, including mock and controlled assessments, coursework, practical and/or official examinations; actual or attempted possession and sharing of (in whatever format or fashion) unauthorised confidential information about an assessment or examination
- Gross insubordination, serious acts of verbal and physical aggression and any misconduct that jeopardises the welfare and safety of any member of the college community including the student themselves
- Behaviour, whether on or off the College premises (including online), that tarnishes or brings into disrepute the reputation of the College
- Malicious allegations against other members of the college community, including online
- Persistently poor behaviour and attitudes that conflict with the College's ethos, including casual racism, sexism, and similarly offensive behaviour
- Aiding a non-student to enter the College
- Demanding money or goods with menaces
- Being drunk or under the influence of drugs
- Being in possession of, or selling stolen property
- Forging staff signatures
- Gambling on college site
- Failure to disclose any information which may impact on the safety of others (e.g. criminal record or court-imposed conditions)

**Managing Level 3 breaches-** *There are two types of L3 breaches, one which is classed as serious misconduct and would usually result in suspension pending investigation and those that are a result of persistent L2 breaches which may not result in suspension and or withdrawal.*

Level 3 breaches require a formal meeting with the student, parent/carer, pastoral tutor, and Curriculum Management (who will invite relevant tutor or member of staff).

### **Serious misconduct process**

Where an incident occurs, the person initially dealing with it should consult with the Safeguarding Manager or Assistant/Vice Principal at the earliest available opportunity, who will consider and decide on which stage of the misconduct procedure should be used.

The decision will be based on:

- Safety of the whole College community

- Extent to which the behaviour can be defined as misconduct or serious misconduct as outlined above or the extent to which it is in contravention of College Values
- Existing/previous records of misconduct
- Impact that the incident may have on individuals, the College and wider community

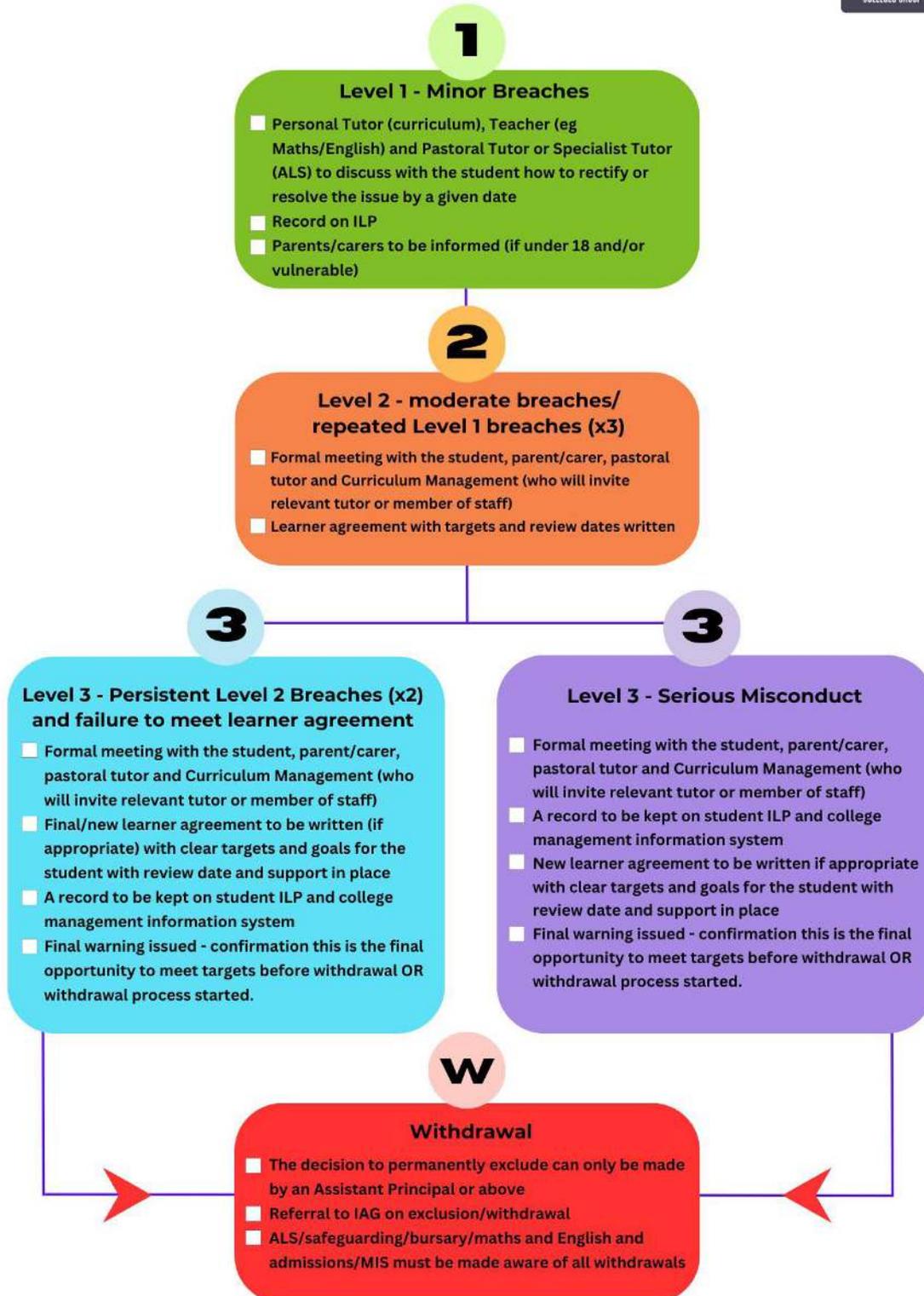
Level 3 breaches that involve actual or threat of serious harm or risk to others or themselves and sexual violence, will be referred to Child or Adult Social Care and/or the police in line with the College's Safeguarding Policy and Procedures. Students will be neutrally suspended during any criminal investigations and/or investigations into serious misconduct until a formal outcome is reached. The College may consider permanent exclusion regardless of the outcome of Social Care and/or Police investigations. A formal meeting will be set up by the Curriculum Management and will include a member of senior management.

If required support for the student will be provided by their course tutor/ pastoral support tutor/student services throughout the process.

**All students will be on a six-week probation period from their start date. During the first six weeks, any learners who are not following the required college standards may jeopardise their place on their course and may be withdrawn from their study programme without the full College disciplinary process being followed. After the 6-week probation the College disciplinary procedure will be followed if the learner contract is not followed.**

# Appendix 1 – Flow Chart

## STUDENT MANAGEMENT PROCEDURES



## Appendix 2 – Staff Guidance

### Notes to consider:

- All staff must follow these procedures in a student centred/supportive manner
- Student Contract (learner agreement) to be referred to at all stages of disciplinary procedure
- Communication with parent/carer is vital throughout entire process (if under 18/vulnerable) and social care for child looked after (CLA)
- All actions to be recorded on ILPs during entire process
- Logical, fair, and consistent, age-appropriate consequences to be considered
- Prevention and intervention measures/support to be put in place from the beginning
- Where a student's action(s) is/are deemed to be gross misconduct, the disciplinary levels can be skipped to suspension, pending a formal investigation. In all cases of gross misconduct, the Vice Principal/Principal will make the final decision.
- Disciplinary records will be reviewed by the Hood/Curriculum Director throughout the academic year

## Appendix 3 – Learner Agreement

<b>Learner Agreement</b> <b>Meeting date .....</b>	
<b>Student name:</b>	
<b>Course:</b>	
<b>Details:</b> This contract is being set up for.....	
<b>Contract Conditions</b> <i>*Students and curriculum support staff to discuss and agree specific SMART targets with clear times.</i>	
1.	
2.	
3.	
4.	
5.	
<b>How the college will support you to achieve the above:</b>	
<i>I agree to comply with the terms of this contract and understand that failure to do so may result in me being withdrawn from my programme of study.</i>	
<b>Student Signature:</b>  <b>Print Name here:</b>  <b>Date:</b>	<b>Staff Signature:</b> _____ <b>Print Name here:</b> _____ <b>Date:</b> _____

## Appendix 4 – Relevant Guidance / Legislation

WFCG student contract:

<https://docs.google.com/document/d/10c-rl4PkbeMpieli9YEzKlkXFeZNisvlqaPR3K7eryg/edit>

DofE Behaviour in schools Advice for headteachers and school staff September 2022:

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

KCSIE:

[https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping\\_children\\_safe\\_in\\_education\\_2024.pdf](https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf)

The national minimum expectation of behaviour is aligned with the Ofsted 'good' grade descriptor for assessing Behaviour and Attitudes:

<https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook#grade-descriptors-for-evaluating-behaviour-and-attitudes>

DofE Searching, screening and confiscation Advice for headteachers, school staff and governing bodies January 2018:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091133/Searching\\_screening\\_and\\_confiscation\\_advice\\_2014\\_updated\\_2018\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091133/Searching_screening_and_confiscation_advice_2014_updated_2018_.pdf)

DofE Mental health and behaviour in schools November 2018:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1069687/Mental\\_health\\_and\\_behaviour\\_in\\_schools.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069687/Mental_health_and_behaviour_in_schools.pdf)

DofE Special educational needs and disability code of practice: 0 to 25 years Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities January 2015:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

DofE Use of reasonable force Advice for headteachers, staff and governing bodies July 2013:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)Text