



Sunshine Children's Centre Charity

Watford & Surrounding Areas

Charity registration number - 1126230

www.sunshinecharity.com

Managing Learner Behaviours Policy

Adopted from West Herts College – with approval

December 2011

Policy Statement

The Charity is committed to providing the best possible opportunities for learners to achieve. One of the safeguards to this is to ensure that poor learner behaviour and performance is addressed using the Charity's procedures to manage performance and behaviour.

The Charity's procedures for Managing Learner Behaviour and Performance of Learners are designed to educate learners about what constitutes unsatisfactory behaviour and performance, why it is not tolerated and, in the worse instances, provide a mechanism for responding effectively and responsibly to learners who do not respond to other supportive and/or disciplinary action.

INTRODUCTION

These procedures are underpinned by the following policy documents:

Mission statement

"We support families by providing accredited further education, training with childcare at a low cost and highest quality to help parents back to the workplace."

One of the Charity's purpose as stated in its Charity Aims is:

"To advance the education and training of adults, in particular but not exclusively of parents wishing to return to work after having children and single parents"

and these procedures are therefore aimed at supporting the learning of the individual and of the community of users.

Equal Opportunities Policy

Within the Equal Opportunity Policy the Charity commits to “actively work to remove the barriers which place people at a disadvantage and to combat discrimination, prejudice and stereotyping” and promotes treatment with respect. Consequently our learners are entitled to study at the Charity without disruption or harassment/bullying by others. The Charity maintains a zero tolerance policy to bullying / racial abuse.

These procedures will be implemented fairly in accordance with the Charity’s Equal Opportunities Policy. Learners will be treated fairly and any adjustments will be taken into consideration under the following: Race, age, gender and disability or other indicators of diversity where appropriate.

Disability Policy

Implementation of all aspects of the Charity’s Disciplinary Procedure for learners must pay due regard to the requirements of the DDA pt 4 in respect of learners with learning difficulties and disabilities and vulnerable adults. Page 13 of this Procedures document - Appendix 1 provides guidance notes which should be followed.

Scope of these procedures

The procedure will be implemented to shape behaviour and performance within the classroom, on campus or off campus i) where the learner’s behaviour impacts negatively on the Charity, its learners, staff or reputation ii) where there are concerns with academic progress.

The policy covers plagiarism or exam irregularities, which are also covered by accrediting body regulations.

What is unsatisfactory Behaviour and Performance?

Any breaches in the Learner Code of Conduct that forms a condition of enrolment may be deemed unsatisfactory behaviour or performance. In particular unsatisfactory behaviour or performance is

1. Behaviour that obstructs the Charity from achieving its purpose (learning) e.g.
 - . Poor attendance
 - . Poor punctuality
 - . Disruptive behaviour in class

2. Behaviour that adversely affects or diminishes other people (staff, learners or the public)

- . Causing offence/intimidation through bad language or obscenity
- . Threatening Behaviour
- . Physical threatening behaviour
- . Dishonesty
- . Breach of health and safety procedures
- . Misuse of alcohol or drugs
- . Vandalism and littering
- . Smoking on any campus outside designated areas
- . Bringing the Charity into disrepute

3. Performance that is below expectation as a result of

- . Failure to complete and submit work by deadlines
- . Failure to bring the appropriate equipment to each learning situation
- . Failure to work in a learning situation.

PRINCIPLES UNDERPINNING THESE PROCEDURES

These procedures should:

1. Focus on behaviour in relation to the aims of the Charity i.e. learning and achievement.
2. Contribute to a culture that adopts a proactive approach to managing learner behaviour and performance.
3. Promote the autonomy of learners through their explicit responsibility for their own behaviour and performance.
4. Provide a balance between challenging unsatisfactory behaviour and performance and supporting improvement in behaviour and performance.
5. Be explicitly fair to the individual and be applied consistently across the Charity.
6. Engender the support of parents/carers, employers and other relevant agencies.
7. Be straightforward, addressing behavioural and performance issues swiftly and efficiently.

The Learning agreement and Code of Conduct

All learners sign a Learning Agreement with the Charity at enrolment on which they agree to adhere to the Learner Code of Conduct in exchange for admission to the Charity and receipt of its services. The Code of Conduct sets out the Charity's expectations of the learners. Breaches of the Code of conduct will be dealt with through these procedures.

Learner guidance and Induction

The Code of Conduct makes our expectations of learners' behaviour and performance explicit. This should be highlighted at enrolment, within the learners Induction programme and reinforced regularly. The learner's tutor will have responsibility for ensuring that the learner understands the Charity's expectations of their behaviour and performance. This may be done on a group and/or an individual basis.

Responsibility for the management of learner behaviour and performance

Each class teacher has responsibility for managing the behaviour and performance of learners within their classes and can expect the support of their course team and manager in discharging this responsibility. Staff are expected to act as a team in maintaining standards of behaviour throughout the Charity premises, challenging poor behaviour and performance wherever it is observed and supporting their colleagues. These procedures should be employed in ALL cases where unsatisfactory behaviour and performance is observed.

Identifying and reporting unsatisfactory learner behaviour or under performance

Unsatisfactory behaviour or under performance may be identified by the tutor or course team through the normal processes of reviewing and monitoring a learner's performance. Alternatively there may be a specific incident in which the learner displays unsatisfactory behaviour or under performance. Incidents of this nature may be recorded on an Incident Report Form (Appendix 2) and submitted to the relevant Head of School. Directors will discuss the issue with the relevant Head of School to invoke the appropriate stage of the procedure.

THE PROCEDURE

The procedures divide into informal management of the learner, which is mediated by the Tutor, and those that are more formal disciplinary hearings with managers.

All stages, informal or formal, are recorded in writing to evidence the issues, agreed action and support provided. Stages are sequential, learners who fail to correct their behaviour within a two-week review period (10 Charity working days), or misbehave on subsequent occasions, progress to the next stage. Incidents of poor behaviour causing particular concern may result in individuals entering the process at formal stages. Please use letters and forms to support the procedure in Appendix 1.

Learners who do not provide a valid reason and authenticated reason for lack of attendance at disciplinary interview maybe placed at the next stage. This will be in consultation with tutors and the Heads of Schools.

When a learners behaviour is such that it is deemed essential to invoke the Managing Learner Behaviour Procedures it must be fully explained to the learner, and parent/guardian as appropriate, why their misconduct has triggered this action and at what stage of the process the hearing will be set.

INFORMAL PROCEDURES

Stage 1

Issues of minor misconduct trigger this stage e.g.

- . Poor punctuality
- . Poor attendance
- . Poor work rate
- . Failure to submit work
- . Disruption of learning
- . Offensive language
- . Smoking on any campus
- . Failure to follow reasonable instructions - wearing hats inside Charity premises or not displaying ID's.
- . Dropping litter
- . Having mobile phones switched on and in use during lessons or related learning
- . Taking holiday during term time

(Illustrative list)

It comprises of an interview between the learner and tutor or appropriately experienced member of staff at which an action plan for improvement is drawn up and signed by learner and tutor. The emphasis of this stage is on support towards improvement. Additional learning or welfare support needs may be identified and flagged within the action plan. If the learner is aged 14 – 16 the secondary school will be notified and sent a copy of the action plan. Progress against the action plan is monitored and reviewed over a 2-week period using the behaviour and performance information form where appropriate (10 Charity working days).

FORMAL PROCEDURES

Stage 2

This stage is triggered by failure to access support identified in stage 1, continued poor behaviour and/or performance, subsequent relapse to previous poor behaviour, performance or issues of misconduct such as:

- . Minor breach of health and safety advice
- . Verbal abuse of other users
- . Accessing inappropriate material on IT network
- . Plagiarism or exam irregularities

(Illustrative list)

This stage comprises of a formal hearing chaired by the relevant Co-ordinator, Team or Curriculum Leader. The learner will be invited to attend the hearing in writing, with a minimum of 5 Charity working days notice, and be provided with a copy of these procedures.

The Course Team Leader or Personal Tutor investigates and presents the evidence.

The parents/carers of learners under 18 years old may be invited to the hearing to provide further support, if they are 14 – 16 their secondary school will be notified and invited to send a representative to attend the Hearing. If the learner has learning difficulties it may be appropriate for their tutor, carer and/or learner support staff to be present. If the learner is older they may wish to be accompanied by a friend.

Legal representation is not appropriate.

The outcome of the hearing will be confirmed in writing within 5 Charity working days.

If allegations are founded, the hearing will result in a formal written warning with conditions. These must be fulfilled for continued participation in Charity. During this period the learner should be offered appropriate support e.g., counselling or learning support, taking up this support may be set as a condition of attending Charity.

Progress is to be monitored as above after 2 weeks or agreed period. Failure to improve will result in the learner moving to stage 3 of the procedures.

Stage 3

This stage is triggered by continued poor behaviour or performance, subsequent relapse to previous poor behaviour, performance or issues of serious misconduct such as:

- . Minor vandalism & damage
- . Threatening behaviour / verbal or indirect harassment
- . Visiting the premises under the influence of drugs or alcohol
- . Behaviour likely to bring the Charity into disrepute
- . Introducing external software to IT network
- . Breach of health and safety advice placing self or others at risk

(Illustrative list)

This stage comprises of a formal hearing chaired by the relevant Head of School. The learner will be invited to attend the hearing in writing, with a minimum of 5 Charity working days notice, and be provided with a copy of these procedures.

The Course Team Leader or Personal Tutor investigates and presents the evidence. The parents of learners under 18 years old may be invited to the hearing to provide further support, if they are 14 -16 their secondary school will be notified and invited to send a representative to attend the hearing. If the learner has learning difficulties it may be appropriate for their tutor, carer and/or learner support staff to be present. If the learner is older they may wish to be accompanied by a friend. Legal representation is not appropriate. At this stage Learner Support are to be notified via designated e mail address and if appropriate will attend the hearing to support the learner.

The outcome of the Hearing will be confirmed in writing within 5 Charity working days. If founded, the Hearing will result in a formal written warning with conditions. These must be fulfilled for continued participation in Charity. During this period the learner should be offered appropriate support eg, counselling or learning support, taking up this support may be set as a condition of attending Charity. Progress is to be monitored as above after 2 weeks or agreed period.

Failure to meet the conditions will result in the moving to stage 4 to consider exclusion.

Stage 4

This stage is triggered by continued poor behaviour or performance, subsequent relapse to previous poor behaviour, performance or issues of gross misconduct such as:

- . Major and deliberate vandalism
- . Violence causing harm to others
- . Theft
- . Possession of alcohol or illegal drugs on the premises
- . Irresponsible actions that may potentially put the safety of others at risk
- . Sale of drugs on or off the premises
- . Introducing external software that damages the IT network
- . Harrassment / bullying

(Illustrative list)

If the incidence is such, and the Head of School deems it to be appropriate, the learner may be suspended from attending Charity pending further investigation. If this is the case the Head of School must notify Director of Curriculum of the decision to suspend.

This final formal stage comprises of a hearing chaired by the appropriate Director of Curriculum. The Head of School, Personal Tutor or Course Team Leader investigates the learner's conduct and presents the evidence to the hearing. To ensure support for the learner he/she should be accompanied. If the learner is under 18 years old or has learning difficulties it may be appropriate for their tutor, parents/carer and/or learner support staff to be present, if they are 14 -16 their secondary school will be notified and invited to send a representative to attend the hearing. If the learner is older they may wish to be accompanied by a friend. Legal representation is not appropriate. The learner will be invited to attend the hearing in writing, with a minimum of 5 Charity working days notice, and be provided with a copy of these procedures. At this stage Learner Support are to be notified via the designated e mail address and if appropriate will attend the hearing to support the learner.

The outcome of the Hearing will be confirmed in writing within 5 days with notification of the appeal process. If founded, the learner may be excluded from the Charity or given a final written warning with conditions. Failure to respond positively to a final written warning will result in recommendation for exclusion without further hearings.

The written follow up from all disciplinary hearings must provide full information on the specific key actions and outcomes from the meeting, including reasons for exclusion and sign posting the requirements of the appeal process.

Learners with previous poor behaviour and performance at the Charity

In some instances learners may apply for a course at Charity the year after having gone through the Managing Learner Behaviour Process (stage 3 or 4). In this instance they will be referred to a Director of Curriculum and the Head of School. A decision will then be made concerning the appropriateness of the course choice and Charity enrolment. Should the learner be enrolled it will be on condition that the Behaviour and Performance information form is used to assess the behaviour and performance on a weekly basis and a Director of Curriculum must be informed immediately targets are not met. This will be for a maximum of six weeks at which point a final review will occur. A letter will be sent to parents/carer to outline the procedure which will be preceded by telephone contact. Should the learner be successful for a period of time and then revert to poor performance or display inappropriate behaviour, he/she will be placed on Stage 3 and monitored for 2 weeks. The normal procedures will then apply.

If a learner is refused entrance, the decision will be communicated by letter and telephone. Appeals will follow the process overleaf and grounds will focus on the rationale for refusal of a place.

Communications

The relevant Student Administrator or Executive Assistant must forward details of all learners on stage 3 and 4 to the student disciplinaries e mail.

All parties involved must be clear about the nature and cause of the problem, the process and the possible outcome throughout the process. The learner (and their parents/carers if they are aged under 18) should receive clear feedback as a result of these procedures detailing the issue, the findings and the outcome of the hearing. The learner's tutor and Course Team Leader should also receive a copy of the findings. The appropriate Head of School will notify all members of the Charity Leadership Group (CLG) of the names of learners suspended or excluded from the Charity, identifying the critical issue. Directors will ensure that appropriate staff within their responsibility, eg, Learner Services, Security and Learning Centre staff are informed. All papers concerning an exclusion will be lodged with the Principal. NB Only a Senior Post Holder is authorised to exclude learners from the Charity.

Appeals

Any appeal against exclusion must be made to the Principal in writing within 10 Charity working days of the outcome of the hearing. The letter should clearly set out grounds for the appeal. The only allowable grounds for an appeal are that the hearing at stage four was not conducted in a fair and proper way. The outcomes of an appeal will be communicated to the appellant within fourteen working days of receipt of the appeal. The Principal (or other senior postholder who has not previously been involved) will receive all previous papers and may then decide whether to conduct a hearing to investigate further. The outcomes of an appeal may be that:

- . The findings are upheld and exclusion is appropriate
- . The findings are upheld but exclusion was not warranted
- . The findings are flawed due to the failings in the hearing

Suspension

Occasionally it may be necessary to suspend a learner from classes and/or from accessing the Charity' facilities in order to prevent further disruption of learning, intimidation of others, danger to the individual or interference with an investigation.

Suspension will be a preventative measure but not a sanction for poor behaviour as it defeats the principal purpose of the Charity i.e. learning. Exclusion will be the sanction applied if the learner's behaviour cannot be corrected.

The decision to suspend a learner may be taken by a Head of School or the appropriate Director of Curriculum. The learner must be notified verbally of the reasons for their suspension. This should be confirmed in writing within 3 Charity days along with a date for a hearing. Suspension should not exceed 10 Charity working days. Every effort should be made to support the learners continuing learning during this period, e.g., work set.

Should a 14-16 year old seriously contravene the behaviour policy, suspension will follow after informing the 14-16 administration co-ordinator who will contact the school. The parents/carers will then be notified by a school representative before the learner can leave Charity premises. This will ensure compliance with our 'duty of care'. Arrangements must be put in place to ensure learners are not left alone after removal from the classroom. This will most likely necessitate the support of a learning assistant from the partner school.

Criminal Offences

In cases where there is suspicion that a criminal offence has been committed the Charity reserves the right to refer the issue to the Police and suspend the learner pending the outcome of police enquiries and/or continue with these procedures.

This decision will be made by the Director of Learner Services. It is the Charity's policy to refer all criminal offences to the police force and to co-operate fully in any enquiries.

Complaints

Complaints about the way the procedure is implemented should be made in writing to the Deputy Principal Quality and Curriculum who will identify a manager at the appropriate level to investigate the complaint.

Staff Development

Staff will be supported with training in the implementation of these procedures.

Disciplinary Hearings that may lead to exclusion.

Any disciplinary hearing that may lead to a learner with a learning difficulty or disability being excluded should be attended by a manager with responsibility for Inclusive Learning and/or SLDD. Their role in the hearing is to ensure that:

any mitigating circumstances related to the learner's disability are fully taken into account. Neither the procedure nor its outcomes results in the learner being treated less favourably than an able bodied learner

The manager does not supersede the role of the Chair of the Disciplinary Hearing but the manager may advise the Chair on rights and responsibilities in the Act.

Procedures for managing learner behaviour and performance

Minor misconduct

Poor attendance

Punctuality

Poor work rate

Failure to submit work

Disruption of learning

Offensive language

Smoking on or in front of the premises.

Failure to follow reasonable instructions - wearing hats inside Charity premises or not displaying ID name badges or wearing uniform (See Dress Code Policy).

INFORMAL
stage 1

Interview with tutor or appropriate experienced member of staff. Action plan for improvement is drawn up and signed by both parties. Emphasis on support. Progress monitored and reviewed over 2 week period using the Behaviour and Performance information form where appropriate.
(Appendix 1)

Failure to return library books

Dropping litter

Using mobile phones during lessons or related learning.

Taking holiday during term time

No improvement

Subsequent relapse

Misconduct

Minor breach health and safety advice

Verbal abuse of others

Accessing inappropriate material on IT network

Failure to meet conditions of stage 1

Plagiarism or exam irregularities

FORMAL
stage 2

Hearing with Head of School, Co-ordinator or Team /Curriculum leader (tutor parents and learner support present as appropriate). Appropriate Course Tutor investigates. If found results in formal written warning with conditions. Progress monitored as above.

(Appendix 1)

No improvement

Subsequent relapse

Serious misconduct

Minor vandalism

Threatening behaviour

Physically threatening others

Intoxication with alcohol or
drugs

Behaviour likely to bring the
Charity into disrepute

Introducing external software to
IT network

Serious breach health and
safety advice

Failure to meet conditions of
stage 2

FORMAL
Stage 3

Hearing with Head of School (tutor parents and learner support present as appropriate). Appropriate Course Tutor investigates. If found results in formal written warning with conditions. Progress monitored as above.
(Appendix 1)

No improvement

Subsequent relapse

Gross misconduct

Deliberate vandalism

Violent assault

Theft

Possession of alcohol or drugs

Bullying / racial harrassment

Sale of drugs on or off the premises

Introducing software that damages the network

Failure to meet conditions of stage 3

FORMAL
Stage 4

Hearing with a Campus Director (tutor, parents and learner support present as appropriate). Appropriate Course Tutor investigates. If found results in exclusion (to be authorised by a Senior Post holder) or final written warning with conditions and review using the monitoring and review using the Behaviour and Performance information form. (Appendix 1)

Appeal

The Principal (or other postholder not previously involved) will hear appeals against exclusion.

The above is an illustrative list and not exhaustive.

ID badges must be worn so that they are visible at all times.

General

If anything is wrong, inform a member of the Charity staff immediately. In particular, if you are harassed or intimidated by anyone, you must report it to a member of staff as soon as possible.

APPENDIX 1 LEARNER DISCIPLINARY PROCEDURE

AND DDA PT 4 – NOTES

Learners with learning difficulties and disabilities are bound by the Charity's Code of Conduct for Learners and related Disciplinary Procedure for Learners as much as any other learners. However, the Post 16 Code of Practice to the Disability Discrimination Act (DDA pt4 or SENDA) indicates that there could be circumstances where the nature of the learner's disability may bring them into conflict with the Code of Conduct or inhibit their ability to fully participate in and/or understand the Disciplinary Procedure for Learners.

Some examples of this may be:

A learner with Tourettes Syndrome swearing in class

A learner with a mental health difficulty having extended absence and not following the appropriate reporting system.

A learner with learning difficulties refusing to take the advice or instructions of a member of staff because of lack of comprehension or ability to self regulate behaviour.

In order to ensure that such circumstances do not result in a learner with a disability or learning difficulty receiving less favourable treatment than an able bodied learner (which would contravention with the DDA), the following 'reasonable adjustments' to the disciplinary process have been adopted.

Investigations/taking statements/attending hearings

Learners with learning difficulties or disabilities whose condition potentially inhibits their ability to participate in and/or understand the Disciplinary Procedure for Learners should be accompanied by a 'responsible other' to any meeting, interview or hearing that may impact on the Disciplinary Procedure. The role of the 'responsible other' is to:

- . Support the learner through the process
- . Ensure that the learner understands questions that are being asked and is not being 'led' by the interviewer or investigator
- . Keeps notes of the meeting (and any incidents where the learner did not understand the process) in order to support the learner in verifying any minutes or written records that are kept
- . Ensure that the learner does not sign or agree to any written or verbal record which they do not understand (pre-literate learners should not be asked to sign papers).

Persons appropriate to be a 'responsible other' would include any member of the teaching or learning support staff with whom, the learner is familiar. However it should not be anyone who is involved in the investigation or hearing in any other way. The role of the 'responsible other' does not replace the learner's right to be accompanied to disciplinary hearings by a friends or member of the family.

Appendix 2

Stage 1 – Disciplinary Procedures for _____

- . Poor attendance
- . Punctuality
- . Not having correct attire for practical sessions
- . Absences from arranged trips
- . Poor work rate
- . Failure to submit work
- . Disruption of learning
- . Offensive language
- . Smoking
- . Failure to follow reasonable instructions

- Wearing hats, not displaying ID badges
- . Failure to return Library books
- . Dropping Litter
- . Using mobile phones during lessons/related learning
- . Other _____

Brief Description of Issue

One or more of the following must be included:

Tick if Appropriate

- . Copy of Weekly and monthly Attendance/punctuality record
- . Tracking sheet
- . Statement from tutor/staff concerned (email, comments, reports)

All must be included, when completed:

- . SMART Target – Tutorial Action Plan (Signed by Tutor and Learner)
- . Behaviour & Performance timetable
- . Record of formal behavioural/performance interview
- . Letter Sent to Learner

Signed Tutor: _____

Signed Learner: _____

Date: _____

TUTORIAL ACTION PLAN

Learner Date Tutor

Course Group

Attendance rate

Issues discussed: (Achievement issues, behavioural issues, support issues.)

Actions agreed (Smart targets)

Deadline

Review date _____ Learner Signature _____ Tutor
Signature _____

Behaviour and Performance Information

Name: Tutor:

Course: Date:

Please summarise reasons for collecting information and ask for comments to be recorded by teachers

DATE

Time

09:00 – 10:30

10:45 – 12:15

LUNCH

12:15 – 13:00

13:00 – 14:30

14:30 – 16:15

16:15 – 17:00

MON

TUE

WED

THUR

FRI

Record of formal behavioural/performance interview
Stage _____

Learner _____ Date: _____

Chair _____ Investigating
manager _____

Learner Companion _____

Staff present

Details of complaint against the learner

Summary of findings

Action decided

Reviewer _____ Planned date of
review _____

Date learner informed of outcome _____

Learner informed of right of appeal _____

Stage 2 – Disciplinary Procedures
for _____

- . Repetition of Stage 1 offence
- . Alternative Stage 1 offence
- . Minor Breach H&S advice
- . Verbal Abuse of others
- . Accessing inappropriate material on IT network
- . Plagiarism or exam irregularity
- . Other _____

Brief Description of Issue

One or more of the following must be included:
Tick if Appropriate

- . Copy of Weekly and monthly Attendance/punctuality record
- . Tracking sheet
- . Statement from tutor/staff concerned (email, comments, reports)
- . Evidence of Inappropriate IT material

All must be included, when completed:

- . SMART Target – Tutorial Action Plan (Signed by Tutor and Learner)
- . Behaviour & Performance timetable
- . Record of formal behavioural/performance interview
- . Letter to learner from Tutor RE: Meeting
- . Letter from Co-ordinator resulting from meeting

Signed Tutor: _____

Signed Co-ordinator: _____

Signed Learner: _____

Date: _____

TUTORIAL ACTION PLAN

Learner Date Tutor

Course Group

Attendance rate

Issues discussed: (Achievement issues, behavioural issues, support issues.)

Actions agreed (Smart targets)

Deadline

Review date _____ Learner Signature _____ Tutor
Signature _____

Behaviour and Performance Information

Name: Tutor:

Course: Date:

Please summarise reasons for collecting information and ask for comments to be recorded by teachers

DATE

Time

09:00 – 10:30

10:45 – 12:15

LUNCH

12:15 – 13:00

13:00 – 14:30

14:30 – 16:15

16:15 – 17:00

MON

TUE

WED

THUR

FRI

Record of formal behavioural/performance interview
Stage _____

Learner _____ Date: _____

Chair _____ Investigating
manager _____

Learner Companion _____

Staff present

Details of complaint against the learner

Summary of findings

Action decided

Reviewer _____ Planned date of
review _____

Date learner informed of outcome _____

Learner informed of right of appeal _____

Stage 3 – Disciplinary Procedures for _____

- . Repetition of Stage 1/2 offence
- . Alternative Stage 1/2 offence
- . Minor vandalism
- . Threatening behaviour
- . Intoxication with alcohol or drugs
- . Behaviour likely to bring the Charity into disrepute
- . Introducing external software to IT network
- . Serious breach H&S advice
- . Plagiarism
- . Other _____

Brief Description of Issue

One or more of the following must be included:

Tick if Appropriate

- . Copy of Weekly and monthly Attendance/punctuality record
- . Tracking sheet
- . Statement from tutor/staff concerned (email, comments, reports)
- . Evidence of Inappropriate IT material
- . Copy of Plagiarised assignment (electronically, where possible)

All must be included, when completed:

- . SMART Target – Tutorial Action Plan (Signed by Tutor and Learner)
- . Behaviour & Performance timetable
- . Record of formal behavioural/performance interview
- . Letter to learner from Tutor RE: Meeting
- . Letter from Head of School resulting from meeting

Signed Tutor: _____

Signed Head of School : _____

Signed Learner: _____

Date: _____

TUTORIAL ACTION PLAN

Learner Date Tutor

Course Group

Attendance rate

Issues discussed: (Achievement issues, behavioural issues, support issues.)

Actions agreed (Smart targets)

Deadline

Review date _____ Learner Signature _____ Tutor
Signature _____

Behaviour and Performance Information

Name: Tutor:

Course: Date:

Please summarise reasons for collecting information and ask for comments to be recorded by teachers

DATE

Time

09:00 – 10:30

10:45 – 12:15

LUNCH

12:15 – 13:00

13:00 – 14:30

14:30 – 16:15

16:15 – 17:00

MON

TUE

WED

THUR

FRI

Record of formal behavioural/performance interview

Stage _____

Learner _____ Date: _____

Chair _____ Investigating

manager _____

Learner Companion _____

Staff present

Details of complaint against the learner

Summary of findings

Action decided

Reviewer _____ Planned date of
review _____

Date learner informed of outcome _____

Learner informed of right of appeal _____

Stage 4 – Disciplinary Procedures for

- . Repetition of Stage 1/2/3 offence
- . Alternative Stage 1/2/3 offence
- . Deliberate vandalism
- . Violent Assault
- . Theft
- . Possession of Alcohol or drugs
- . Sale of drugs on or off the premises
- . Introducing software that damages the network
- . Other _____

Brief Description of Issue

One or more of the following must be included:

Tick if Appropriate

- . Copy of Weekly and monthly Attendance/punctuality record
- . Tracking sheet
- . Statement from tutor/staff concerned (email, comments, reports)
- . Evidence of Inappropriate IT material
- . Copy of Plagiarised assignment (electronically, where possible)

All must be included:

- . SMART Target – Tutorial Action Plan (Signed by Tutor and Learner)
- . Behaviour & Performance timetable
- . Record of formal behavioural/performance interview
- . Letter to learner from Tutor RE: Meeting
- . Letter from Senior management resulting from meeting

Signed Tutor: _____

Signed Senior Management: _____

Signed Learner: _____

Date: _____

TUTORIAL ACTION PLAN

Learner Date Tutor

Course Group

Attendance rate

Issues discussed: (Achievement issues, behavioural issues, support issues.)

Actions agreed (Smart targets)

Deadline

Review date _____ Learner Signature _____ Tutor
Signature _____

Behaviour and Performance Information

Name: Tutor:

Course: Date:

Please summarise reasons for collecting information and ask for comments to be recorded by teachers

DATE

Time

09:00 – 10:30

10:45 – 12:15

LUNCH

12:15 – 13:00

13:00 – 14:30

14:30 – 16:15

16:15 – 17:00

MON

TUE

WED

THUR

FRI

Record of formal behavioural/performance interview

Stage _____

Learner _____ Date: _____

Chair _____ Investigating

Manager _____

Learner Companion _____

Staff present

Details of complaint against the learner

Summary of findings

Action decided

Reviewer _____ Planned date of
review _____

Date learner informed of outcome _____

Learner informed of right of appeal _____

Dear

You will recall that I informed you on _____ that your behaviour has been in breach of the Learner Code of Conduct and you would therefore be invited to attend a formal hearing to consider your conduct.

Your disciplinary hearing has been scheduled for _____ and will take place at the _____ campus, please report to reception. The hearing will be chaired by _____ who is the Director of _____. Your tutor and - _____ will be in attendance.

The complaints against you are that

1)

Standard Template to be used on headed paper

2)

I enclose a copy of the record of events that have given rise to the hearing; the names of fellow learners have been erased to afford them anonymity.

The hearing represents stage ____ of the 'Managing Learner Behaviour and Performance, a copy is enclosed for your information. You are advised to bring a friend or relative with you for your support but are not entitled to legal representation under these procedures. Since you are aged under 18 a copy of this letter has been sent to your guardian.

May I remind you that you are / are not suspended and may attend classes providing that you stick to your Learning Agreement and the Learner Code of Conduct / may not attend the Charity until your hearing. You may wish to access support and advice from Learner Support phone _____.

If you require any further information or support in preparation for your hearing please do not hesitate to contact me.

Yours sincerely

APPENDIX 3

Dear

I am taking this opportunity to remind you of your obligations resulting from the disciplinary hearing of _____ and communicated to you _____

Your continued attendance at Charity is conditional on you: –

1.

2.

3.

Standard Template to be used on headed paper

You should be aware that I will be receiving reports from your tutors and reviewing your progress _____. Any lapses in your fulfilment of these conditions will result _____ further disciplinary action.

If you are unclear about what is expected of you, please contact me at the earliest opportunity.

Yours sincerely

Failure to comply with the conditions

Dear _____

The letter sent to you by _____ on _____ resulting from your disciplinary hearing, made it clear that your continued attendance at Charity is based on you complying with a number of conditions.

Having given you a couple of weeks to improve your behaviour I have reviewed your progress and find that you have failed to fulfil these obligations, in particular you have –

Standard Template to be used on headed paper

As a result I have no option but to arrange a formal hearing to seek your exclusion from the Charity. The hearing will be held at _____, please report to reception at this time. It will be chaired by _____ and you are entitled to bring a friend or relative for support.

Please contact me by telephone on the above number if you wish to query any issues raised within this letter.

Yours sincerely

Learner Accident & Incident Report Form

APPENDIX 2

Name (person involved):

School / Department:

Daytime Telephone:

Date of Birth:

Home address:

Post Code:

Date & Time (of accident)

Lost working time (days off)

Lecturer:

Exact Location (Inc.Campus)

Contact details of Witness

Summary of Accident/Incident (To be completed by injured person or Lecturer)

Injury to Person/Damage to Property (To be completed by First Aider or Lecturer)

Destination of Casualty (Tick as appropriate): Hospital Home Back to Work
Other

Name (PRINT)

Signature

Date

Investigation Report (To be completed by Head of School)
Action/ Recommendation

Action by

Date of completion

Name (PRINT):

Signature:

Date:

When complete send this form to Andrew Waite (CEO), Safety, Health & Environment Manager, Sunshine Children's Centre Charity, 83 Market Street, Watford WD18 0PT.

SHE Manager's Comments

SHE Manager:

Signature:

Date:

Near Miss

Minor

Significant

Reportable

OH Illness

Reference No.

Category

This policy is due for review in May 2012

Cause for Concern

Monitoring Form - Staff & professional ethics

Personal Details

Name
Contact Address

Telephone: email:

Ethnicity

Gender: Male / Female

Are you disabled, under the definition of the DDA? Yes / No

Type of incident/s:

Breach of confidentiality	Potentially fraudulent financial issues	Visual or verbal threats or threatening behaviours
e-mail/website concerns	Abuse of authority	Damaging reputations
Unfair competition	Lack of co-operation	Other (describe)

Describe the incident, including date, time and location:

Did the incident involve:

- A member of staff
- Child
- Service user
- Service provider
- Visitor

Did you witness an incident? Yes / No
 Do you have cause for concern? Yes / No
 Do you want help or advice? Yes / No

Signed Date