

STUDENT RELATED POLICY: STUDENT BEHAVIOUR, CONDUCT, AND DISCIPLINARY POLICY

This policy is annually reviewed to ensure compliance with current regulations

Approved/reviewed by

Approved by: **Executive Leadership Team**

Reviewed by: **Assistant Principal:
SEND and Inclusion, Vice Principal:
Curriculum, Innovation and Impact**

Date of next review

August 2027

This policy and procedure is subject to The Equality Act 2010 which recognises the following as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex, Sexual orientation, and Disability.

1. Document Control

1.1. Document Details

Title	Student Behaviour, Conduct, and Disciplinary Policy
Author	Adam Wardell & Tom Hughes
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1.2. Revision History

Version	Date	Author	Comments
1.0	Aug 2019	Vicki Locke / Dawn Telford	Definitive Release
2.0	Aug 2021	Vicki Locke / Dawn Telford	Definitive Release
2.1	Mar 2022	Vicki Locke / Sharon Posey	Amendments
2.2	Aug 2022	Tim White / Kelly Harris	Amendments
2.3	Jan 2023	Kelly Harris	Amendments
3.0	Sept 2023	Abid Hussain	Definitive Release
3.1	Aug 2024	Abid Hussain / Tom Hughes	Amendments to points 1.1, 2.1, 2.2, 3.3, 3.4. Addition Sections: Point 5 (Praise), Point 6 (Dealing with extreme behaviour on-site), Point 6.2 (ID Badges), 6.3 (Searching and Screening), Point 7 (Management of Procedure for Concerns within an academic area). Stages of Disciplinary Procedure re-written with additional sections (Points 7.1 – Point 9). Amendments to Appendices 1 - 5
3.2	Jan 2025	Sharon Posey	Wording re: video recording added to Appendix 5 – 1 st Written Warning column
3.3	July 2025	Sharon Posey	Amends to Appendix 3 and Appendix 4 to remove mention of VITAL and replace with Pro-Monitor
3.4	Nov 2025	Sharon Posey	Amendment to Appendix 5. Highlighted section re: video/photography and sharing recordings moved to the 'Final Written Warning' column
4.0	Aug 2026	Adam Wardell / Tom Hughes	Multiple Amendments: - Policy Title change from Student Disciplinary Policy & Procedure for FE Students - Job title changes throughout

			• Section 1 amends to 1.1 (Purpose), 1.2 (Scope), 1.3 (Principles) • Section 2 changed from Principle to Code of Conduct, Gross Misconduct & Red Lines • Section 3 (Support Procedures) removal of previous 3.2 and 3.5 • Removal of the previous section 4 (Probation), replaced by Praise section • Section 5 (Dealing with Extreme Behaviours) – Removal of sections within 5.1, removal of 5.2 (ID Badges) and 5.3 (Searching & Screening) as detailed within other college policies) • Section 6 (Response Levels) new table added. • Section 7 (Disciplinary Procedure) multiple amends to wording within to 7.1 (Informal Warning), 7.2 (Verbal Warning), 7.3 (First Written Warning), 7.4 (Final Written Warning), 7.6 (Suspension), 7.7 (Investigations), 7.8 (Exclusion Panels). 7.5 (Cooling off periods) added. • ‘Smart Assessor’ replaced by ‘Maytas’ • Previous Section 8 (Format of Hearings) moved to Appendix 4 • Amends to wording within Section 8 (Appealing an Exclusion Outcome) and Section 9 (Monitoring and Reporting) • Removal of the previous Appendix 3 (Probation Letter & Form). Removal of the previous Appendix 4 (Action Plan) • A new Appendix 3 added – Investigation Report • Previous Appendix (Guidance on Possible Sanctions) removed
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1.3. Distribution

Name	Email	Organisation
All Staff	Uploaded to SharePoint	Boston College

1. PURPOSE, SCOPE AND PRINCIPLES

1.1 PURPOSE

The purpose of Boston College's Student Disciplinary Policy and Procedure is to support a safe, inclusive and professional learning environment by helping students achieve and maintain high standards of conduct, attendance and performance. It provides a fair and consistent approach to addressing concerns, correcting behaviour where possible, protecting the College community and preparing students for the expectations of employment and adult life.

1.2 SCOPE

The policy applies to all students and apprentices. It covers conduct:

- on college premises, transport, placements, trips, residential activity or any college-related event;
- during learning, assessment, enrichment or work-related activity;
- online or through social media, messaging, email, college systems, or AI-generated content; and
- outside college where there is a clear impact on safety, wellbeing, learning, working relationships or the reputation of the college.

1.3 PRINCIPLES

The disciplinary procedure is based on the following principles:

- The primary aim is to support students to understand expectations, improve their conduct and continue successfully with their studies. Sanctions will be used where necessary but are not the sole purpose of the process.
- Concerns should be addressed informally wherever this is appropriate. Formal action will be used where informal support has not led to improvement or where the seriousness of the alleged misconduct warrants an immediate formal response.
- The process may begin at any level. Serious misconduct does not need to progress through earlier warning stages.
- Students will be clearly informed of the concern or allegation, given access to the relevant procedure and evidence, and provided with a fair opportunity to explain their conduct before a decision is made.
- Decisions will be based on the available evidence and the balance of probabilities. Any action will be proportionate to the seriousness, impact and intent of the conduct, previous concerns, mitigating circumstances and support already provided.
- Disability, SEND, mental health, communication needs, trauma, caring responsibilities and other relevant circumstances will be considered. Reasonable adjustments and appropriate support will be provided throughout the process.
- Safeguarding and immediate safety will take priority. Suspension may be used as a neutral protective measure and does not represent a finding of guilt.

- Accurate written records will be maintained at each formal stage. Information will be shared only with those who need it for the disciplinary process, safeguarding, support or another lawful purpose.
- Parents or carers will normally receive formal correspondence where the student is under 18. Where relevant, correspondence may also be shared with an employer, training provider, sponsor or managing agent in accordance with the programme arrangements and applicable data-protection requirements.
- Students will have the right to appeal against formal disciplinary action, up to and including exclusion.
- For very short one day courses please see Appendix Two.

2. CODE OF CONDUCT, GROSS MISCONDUCT AND RED LINES

2.1 CODE OF CONDUCT

Boston College is committed to providing a safe, inclusive and professional environment in which everyone can learn, work and succeed. As a member of the college community, every student is expected to take responsibility for their conduct and meet the following standards.

All students are expected:

- To always wear their college ID badge and lanyard visibly while on college premise and present it when requested by a member of staff.
- To attend all timetabled classes, examinations, placements, and college activities punctually and notify the college promptly of any absence.
- Where they are an apprentice, to notify their employer if they are unable to attend college or another required element of their apprenticeship.
- To engage positively with their programme, complete coursework and homework, meet assessment deadline, and submit work to the required standard.
- To comply with course requirements relating to personal protective equipment and other standards of professional dress.
- To follow reasonable instructions from college staff and comply with college policies and procedures.
- To behave considerately and respectfully towards students, staff, visitors, and all member of the college community.
- To refrain from bullying, harassment, discrimination, intimidation, threatening behaviour, offensive language, and verbal or physical abuse.
- To behave in a way that does not endanger themselves or others and to follow all health and safety instructions and requirements.
- To behave appropriately in all college environments and when attending work placements, apprenticeships, trips, visits, residential activities and travelling on college or public transport.
- Not to eat in learning environments and to consume only water unless otherwise authorised or agreed as a reasonable adjustment.
- To help maintain a clean and orderly environment by not littering, spitting, creating excessive noise or behaving in a way that disrupts learning or work.

- To respect college buildings, facilities, equipment, and the property of students, staff and visitors.
- To use college computers, networks, electronic equipment, social media, and online platforms responsibly and in accordance with college requirements.
- Not to possess, use or supply illegal drugs or alcohol on college premises or activities, or attend College while under their influence.
- To uphold the fundamental British values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs.

2.2 GROSS MISCONDUCT

A significant breach of the code of conduct may be considered gross misconduct. Where an allegation indicates a significant risk of gross misconduct, the college may impose a neutral suspension or other temporary restrictions while an investigation is completed.

Examples include:

- Violence, assault, abuse, bullying or harassment towards students, staff, visitors, or members of the college community, including sexual, racial, or online abuse.
- Deliberate or serious damage to college property or resources.
- Theft.
- Criminal activity affecting the college, students, staff, or visitors.
- Substance misuse-related offences.
- Promoting radical or extremist views.
- Serious or deliberate misuse of the college's computer network or electronic equipment.
- Seriously disruptive behaviour.
- Reckless or dangerous driving on college premises or while undertaking college-related activities.
- Activities that bring, or could bring, the college into disrepute.
- Refusal to show college ID to a member of staff when requested.

2.3 RED-LINE CONDUCT

Red-line conduct is behaviour that may create serious harm or risk. A neutral suspension should be implemented in this event. Any allegation will be fully investigated, and if substantiated, will result in permanent exclusion.

Red-line category	Examples
Violence and weapons	Serious violence, credible threats, possession or use of a weapon or item intended to cause harm.
Sexual misconduct	Sexual assault, sexual violence, serious sexual harassment, coercion, image-based abuse, or other sexual harm.
Drugs	Supply, possession, or use of illegal drugs, serious alcohol-related misconduct, intoxication.
Hate, harassment, and bullying	Serious or sustained discriminatory abuse, hate incidence, racism, serious bullying, harassment, intimidation or targeted online abuse.

Safety, property, and criminality	Deliberate acts endangering others, arson, serious theft, deliberate or severe damage, serious criminal conduct affecting the college.
Digital, recording, and AI misuse	Serious cyber abuse or data breach, non-consensual creation or sharing of harmful, sexualised, or deceptive recordings, images, deepfakes, audio, or AI-generated content.

3. SUPPORT PROCEDURES

- 3.1 During a course of study at Boston College, we appreciate that there may be occasions where a student may experience personal difficulties, and these may have a negative impact on their course of study.
- 3.2 In this instance we may conduct a support meeting with agreed achievable targets for them to aim towards, this may be used to improve attendance, handing in work, or personal issues including mental health etc. The tutor, Success Coach or a Safeguarding and Wellbeing Officer will monitor and review the agreed support arrangements.
- 3.4 If it is found that the support has been offered or put in place and the student has not engaged with the process, then the student may be referred to the Fitness to Study policy [Boston College Fitness to Study Policy.pdf \(sharepoint.com\)](#), Student Attendance Policy or start the disciplinary procedures.

4. PRAISE

- 4.1 At Boston College, we recognise the critical role that positive reinforcement plays in student development and motivation. Praising students for their achievements and good behaviour fosters a supportive and encouraging learning environment. It not only boosts individual self-esteem but also promotes a culture of excellence across the College.

To ensure that all instances of positive behaviour are acknowledged and tracked, it is essential that staff record praise on Pro Monitor. This documentation helps in monitoring student progress, provides valuable feedback, and supports a consistent approach to celebrating student success. By systematically recognising and recording positive behaviour, we can enhance student engagement and contribute to their overall academic and personal growth.

5. DEALING WITH EXTREME BEHAVIOUR/INCIDENTS ON SITE

- 5.1 Where an incident is of a serious nature or where unacceptable behaviour continues to escalate and the situation cannot be brought under control, staff should contact the Campus Security Manager and/or Security Team to help minimise risk to students, staff, visitors and property because of extreme behaviours.

The Campus Security Manager and/or security team will then be responsible for advising and assisting the member of staff to deal effectively with the student or group in the most appropriate way.

If staff feel that the Police need to be contacted, they must inform the Campus Security Manager and/or Security Team as quickly as possible. Only the Campus Security Manager, Security Team, Head of Safeguarding or Assistant Principal: SEND and Inclusion should contact the Police. Where this is not possible, a member of CLT or ELT can contact the police.

NB. Note that this guidance is separate from the Armed Attack Response Policy.

6. RESPONSE LEVELS

Response	Decision-maker
Stage 1: Informal Warning (Cause for concern)	Lecturer, Assessor, Success Coach, Tutor, or relevant staff member may log a cause for concern. The tutor has responsibility for meeting the student to discuss the improvement required.
Stage 2: Verbal Warning	Tutor or Course Coordinator.
Stage 3: First Written Warning	Head of Curriculum or Assistant Head of Curriculum.
Stage 4: Final Written Warning	Head of Curriculum (or Director of Learning where Head of Curriculum not available).
Cooling Off Periods	Head of Curriculum with approval from a Director of Learning or Assistant Principal.
Suspensions	A member of the Senior Leadership Team (most often a Director of Learning or Assistant Principal).
Exclusion	A member of the Executive Leadership Team usually the Vice Principal

7. DISCIPLINARY PROCEDURE

The disciplinary procedure at Boston College consists of the following informal and formal stages, starting at any stage, as appropriate. Minor infringements of college rules will be dealt with informally, and the process outlined in 7.1 should be followed. In the case of other breaches, or where the student is deemed to have brought the college into disrepute, the formal procedure will apply and may be commenced at any stage (7.2, 7.3, 7.4) (see appendix 5).

If a student has a recognised and documented disability or illness and the disciplinary matter is clearly indicated as a symptom of that disability / condition, then the matter will be dealt with in the first instance as a support issue with the Inclusive Learning Team. Only if the investigation then shows that the support measures in place are adequate and the student continues to breach the code of discipline expected by the College will this matter be taken further through the disciplinary process. However, in cases of gross misconduct or where the student is a risk to self or others the disciplinary procedures will apply immediately, with the involvement of the Inclusive Learning Team.

Formal disciplinary procedures are applicable for 12-calendar months and recorded on Pro Monitor.

7.1 **STAGE 1 – Informal Warning (Cause for Concern)**

For a minor breach of the code of conduct, an informal warning may be deemed appropriate. Any member of staff may log a Cause for Concern on Pro Monitor, informing the student and their Tutor. When this occurs, the Tutor should meet with the student privately to discuss why their behaviours does not meet the expected standard outlined in the code of conduct and set clear SMART targets for improvement on Pro Monitor.

Issues such as disruptive behaviour, poor attitude, failure to submit work, failure to display ID badge, or poor punctuality/attendance may be dealt with in this way. In cases of attendance, the Student Attendance policy must be followed.

Tutors will consider each student as an individual with referral to the college's safeguarding and wellbeing team (e.g. Children in Care or Care Leavers), inclusive learning team (e.g. those with High Needs, an EHCP, or SEND), Success Coaches, or other relevant support area, as appropriate.

For students aged 16-18 parents/guardians should be informed of stage 1 informal warnings. For apprentices of all age's employers should be informed of stage 1 warnings.

Not all Causes for Concern will lead to formal disciplinary action and there is no set threshold. However, all must have agreed targets set to improve which are recorded on Pro Monitor. Multiple Causes for Concern (i.e. attendance, punctuality and behaviour) can be grouped together in one action plan. If a student has been issued a Cause for Concern and shows no positive improvement against the targets outlined on their action plan, then the student should be issued a Stage 2 – Verbal Warning.

7.2 **STAGE 2 – VERBAL WARNING**

Where behaviours or performance does not meet expectations, or no improvement is observed following Stage 1 – Cause for Concern, the Tutor will deliver a Stage 2 – Verbal Warning. The Tutor will arrange to meet with the student to discuss the behaviour and any actions for improvement required with agreed timescales to improve by. A record of this meeting will be logged on Pro Monitor (or Maytas in the case of apprentices) with clear SMART targets agreed.

The student will be advised why they have been given the warning and that this forms the first stage of our formal procedures and that a repetition will result in further disciplinary action.

If the student is under 18 years of age (or under 25 if a vulnerable student) parents/guardians will be informed by letter. It will warn that if no improvements are observed, the student will progress to a Stage 3 – Written Warning.

For apprentices of all age's employers should be informed by letter.

Possible reasons for Stage 2 disciplinary include (not exhaustive list):

- Poor attendance or punctuality
- Failure to complete assignments
- Poor attitude towards work
- Disruptive behaviour and/or inappropriate language
- Failing to follow instructions
- Smoking outside of designated areas
- Failure to display ID badge

If a student has a verbal warning on their record, and there is further misconduct of the same nature, the student should be progressed to the next stage, Stage 3 – First Written Warning. While it is not intended that students will be issued with multiple Stage 2 warnings, if the misconduct is of a different nature to what they received the first verbal warning for, the curriculum team should use their professional judgement as to whether an additional verbal warning is the appropriate sanction, or whether the student needs to be progressed to the next stage.

Any concerns for students who are Children in Care or Care Leaver should be notified to the Safeguarding and Wellbeing Team. If the student has High Needs or an EHCP, the Inclusive Learning Team must be notified. Referral to the Success Coaches, or other relevant support areas may be required, as appropriate.

7.3 STAGE 3 – FIRST WRITTEN WARNING

In more serious cases, where there are repeated instances from stage 2, or where a verbal warning has not produced a positive improvement, a Stage 3 – First Written Warning will be given by the Head of Curriculum or Assistant Head of Curriculum.

The Head of Curriculum or Assistant Head will meet with the student to meet with the student to discuss the behaviour and any actions for improvement required with agreed timescales to improve by.

This meeting will:

- i) Make clear to the student the matter of the concern.
- ii) Identify specific objectives for the student to attain and produce an action plan, setting SMART targets.
- iii) Record the warning on Pro Monitor or Maytas in the case of an apprentice and issue a Stage 3 First Written Warning. The Written Warning will be applicable for 12 months and this needs to be made clear to the student.
- iiii) The warning will state that failure to improve performance or further incidents of misconduct during the period of warning will result in action under Stage 4.

If the student is under 18 years of age (or under 25 if a vulnerable student) parents/guardians will be informed by letter. It will warn that if no improvements are observed, the student will progress to a Stage 4 – Final Written Warning.

For apprentices of all age's employers should be informed by letter.

In all cases of stage 3 First Written Warnings parents can be invited to attend the meeting, and employers in the case of apprentices should be included in the meeting. Invited to engage in target setting for the apprentice.

Possible reasons for Stage 3 disciplinary include (not exhaustive list):

- Acts of gross misconduct or red-line conduct
- Escalation for a verbal warning
- Confrontational language/behaviour
- Any misuse of, or unauthorised access to college technology, including (but not limited to) computers, software and the internet
- Cheating/plagiarism on informal assessments
- Behaviour which could bring the college into disrepute
- Verbal abuse, defamation of character or threat of violence towards any person
- Causing damage to college property or property of staff/students/visitors

Any concerns for students who are Children in Care or Care Leaver should be notified to the Safeguarding and Wellbeing Team. If the student has High Needs or an EHCP, the Inclusive Learning Team must be notified. Referral to the Success Coaches, or other relevant support areas may be required, as appropriate.

7.4 STAGE 4 – FINAL WRITTEN WARNING

If the student's conduct continues to be unsatisfactory, or where the offence is very serious, a Final Written Warning will be issued by the Head of Curriculum. If the students' Head of Curriculum is not available, this should be conducted by the Director of Learning or Assistant Principal for the area.

In all cases of stage 4 Final Written Warnings parents can be invited to attend the meeting, and employers in the case of apprentices should be included in the meeting and invited to engage in target setting for the apprentice.

Possible reasons for Stage 4 disciplinary include (not exhaustive list):

- Acts of gross misconduct or red-line conduct
- No improvement following Stage 3 disciplinary
- Violent or threatening behaviour
- Bullying or harassment (including via social media)
- Drug or alcohol related incidents
- Accessing inappropriate material via the IT network
- Serious academic misconduct
- Serious breach of Health and Safety
- Serious misconduct that damages or could damage the college's reputation

Students need to be aware that if they are in receipt of financial support, they may lose this because of their behaviour.

At this stage the Head of Curriculum will consider all or some of the following: -

- i) Make clear to the student the matter of the complaint or concern.
- ii) Identify the specific objectives for the student to attain.

- iii) Record the final warning on Pro Monitor or Maytas in the case of an apprentice and issue a Stage 4 Final Written Warning. A Final Written Warning will be applicable for 12 months and this needs to be made clear to the student.
- iv) Where a student who is subject to a final written warning commits a further minor breach, the matter must be referred to the Director of Learning. Where the breach is not sufficiently serious to warrant an exclusion panel, the Director of Learning may issue a final-stage action plan as an alternative. The plan must specify the required improvements, support to be provided, review timescales and consequences of any further breach. It must be agreed with the student and recorded on ProMonitor. Any further breach will result in referral to an exclusion panel.
- v) If behaviour does not improve the next stage is to be referred to an exclusion panel which deals with unsatisfactory conduct, attendance, and academic performance.

Any concerns for students who are Children in Care or Care Leaver should be notified to the Safeguarding and Wellbeing Team. If the student has High Needs or an EHCP, the Inclusive Learning Team must be notified. Referral to the Success Coaches, or other relevant support areas may be required, as appropriate.

7.5 Cooling Off Periods

A Head of Curriculum may require a student to leave for a short cooling-off period of no more than 48 hours where this is necessary to de-escalate a situation. This must be in approved by the Director of Learning or Assistant Principal. This is not a formal suspension.

In the case of a cooling off period, the Safeguarding and Wellbeing team, Inclusive Learning team, and MIS should be informed to ensure support is provided and attendance is accurately recorded during this time.

A return meeting must take place, and the incident must still be triaged and recorded. It may be appropriate to implement a stage of the disciplinary process during this meeting.

7.6 Suspension

In cases of alleged/suspected gross misconduct, or red line conduct (cited in 2.3), a student will be suspended immediately pending investigation. Suspension may only be carried out by a member of the Senior Leadership Team, but in most instance, but the Director of Learning for the area. If the student is under 18 (or under 25 if a vulnerable student), the parent or guardian must be immediately notified by telephone.

Any student who is suspended will be asked to leave college premises immediately (or as soon as practically possible) and will not be allowed on to any college premises, or involved in any college related activity, except when invited to a meeting as part of the investigation. In addition, any student who is on suspension WILL be allowed to sit planned exams, however, they must be always supervised whilst on college premises.

A record of the conversation confirming suspension and allegation must be recorded on Pro Monitor and confirmed in writing to the student, and the parent, carer or guardian if the student is under 18 (or under 25 if a vulnerable student), within 24 hours. This will go out as an email to the email address we have on file and a paper copy to the home address.

Head of Curriculum are responsible for supporting suspended learners to continue engaging in course work during the suspension. Students are expected to engage in the course work and maintain learning during the suspension.

In a case of gross misconduct involving more than one student, all students involved may be suspended pending an investigation.

Suspension in this case is not a punishment or an indication of guilt, but a neutral action to give the College the opportunity to investigate the allegations.

All suspensions should be immediately notified to the Directorate Support Team who will be responsible for the processing and administration of all student suspensions. Student Services, Safeguarding and Inclusive Learning Teams also need to be notified. Depending on the nature of the misconduct, external agencies may also be involved.

Suspension should follow immediately with an investigation (section 7.6) conducted by a Director of Learning.

7.7 Investigations

On notification of suspension, the Directorate Support Team will identify an Investigating Officer. This will normally be a member of the Senior Leadership Team.

The investigating officer must do everything reasonably possible to conduct a thorough investigation within 5 days of the suspension.

The Investigating Officer will gather, and review evidence surrounding the incident/concern and liaise with any relevant witnesses, including the suspended student. It is the responsibility of the Investigating Officer to ensure that names of students (apart from named student in disciplinary) or information which could lead to a student or staff being identified should be redacted. This ensures that witnesses are protected from repercussions.

It is expected that students under suspension attend their investigation meeting with a parent/guardian. In certain situations, an investigation may take place without the student being suspended. At this investigation meeting they should be encouraged to present their response and where relevant evidence related to the allegation.

Investigation reports should be presented using Appendix Three with evidence and supporting documents provided in conjunction with the report.

Detailed notes from all meetings must be gathered. The Investigating Officer should liaise with the should there be need for a minute taker.

Depending on the findings of the investigation and the severity of the incident, the Investigating Officer can decide to:

- Lift the suspension with no further action
- Issue the student with a verbal, first written or final written warning
- Refer the student for exclusion

The investigation officer is responsible, following the conclusion of the investigation, for informing the student, parent and employer in the case of apprentices of the outcome. Where a student or apprentice is returning to college and under a verbal, final or written warning a clear action plan must be agreed between student, Head of Curriculum and be introduced as part of the conclusion. The success coach tutor will support this process ensuring the students is provided with support and guidance to complete the action plan.

In the case of a referral to an exclusion panel, the investigating officer must inform the student parent and employer of the outcome, clarifying their reasons for recommendation to exclusion. This should follow up in writing immediately send digitally to student parent and employer.

7.8 Exclusion Panels

The Exclusion Panel will be convened as soon as possible by the Management Office and normally within 5 working days of the decision made on receipt of Part A of the Exclusion Panel Record Form.

The investigating officer is responsible for ensuring the exclusion panel receive a full and complete evidence pack prior to panel.

The evidence pack should include:

- The allegations made against the student (appendix 3)
- A structured evidence pack gathered from the investigation. This may include:
 - Summary of the evidence to be presented
 - Attendance records
 - Statements by witnesses
 - Disciplinary records from Pro Monitor/Maytas
 - Progress reports from Pro Monitor/Maytas
 - Video material
 - Records of interviews.
- A clear rationale as to why the student is presented for exclusion

The Investigating Officer is required to present their findings from the investigation.

The panel will consist of:

- i) A member of ELT, excluding the principal and this is typically the Vice Principal
- ii) A member of SLT
- iii) A member of the safeguarding team

8. APPEALING AN EXCLUSION OUTCOME

A student has the right of appeal if they can demonstrate that either:

- a) the college has not followed its own disciplinary process, or
- b) they have new evidence to present.

A student who wishes to appeal against the decision of exclusion should submit their request within 10 working days.

Appeals will be seen by the principal and Head of Safeguarding and Wellbeing.

The student may be accompanied by a parent or other representative, or college staff member identified as an advocate.

The appeal will be heard and may support, overturn, or vary the decision of the Student Disciplinary Panel. This will not include the imposition of a more severe penalty.

The decisions and any recommendations should be recorded on Part B of the Exclusion Panel Record Form (appendix 1) and a copy sent to the Director of Learning and Director of Information Services, Funding and Compliance by the Management Office. A copy will also be kept on the student's file.

The student will be informed along with parents / sponsors if appropriate.

9. MONITORING AND REPORTING

The college will monitor disciplinary actions via the annual ELT cycle of business

The college will report to the Board of Governors, providing information regarding numbers, action, and outcomes of the disciplinary procedure.

The college will review the policy on an annual basis

APPENDIX ONE

Exclusion Panel Record Form

PART A: STUDENT EXCLUSION PANEL

To be completed/initiated by the Director of Learning, Head of Curriculum or Directorate Support Team and then passed to the Management Office for processing and recording.

1. This is a request for:
 - a. Student Exclusion Panel []
 - b. Student Appeals Committee []
2. Student's Name (in full):

Date of Birth:

EBS Code:

Course (s):

Tutor

Home Address:

Parent/Guardian name and address (if they differ from that of the student):.....

.....

3. Equal Opportunities / Disabilities (you can access this information on EBS)

Equal Opportunities

We are committed to equal opportunities. To help us monitor our policy please complete this section

Ethnic Origin: (please tick)

☐
☐
☐
☐
☐
☐
☐

- 11 Asian or Asian British - Bangladeshi
- 14 Asian or Asian British – any other Asian background
- 17 Black or black British – any other Black background
- 20 Mixed – White and Black African
- 23 White – British
- 98 Any other

☐
☐
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☐

- 12 Asian or Asian British – Indian
- 15 Black or Black British – African
- 18 Chinese
- 21 Mixed – White and Black Caribbean
- 24 White – Irish
- 99 Not known/not provided

☐
☐
☐
☐
☐
☐
☐

- 13 Asian or Asian British – Pakistani
- 16 Black or Black British – Caribbean
- 19 Mixed – White and Asian
- 22 Mixed – any other mixed background
- 25 White – any other White background

Please tick if applicable

☐
☐
☐
☐

- Homeless
- Traveller
- Asylum Seeker
- Refugee

☐
☐
☐
☐

- Living in a hostel or residential care
- Offender service sentence in the community
- Recovering from drug / alcohol dependency
- Statutory education has been interrupted

☐
☐
☐
☐

- In care or have recently left
- Mental health problems
- Full time carer
- Ex-offender

Learning Difficulties / Disabilities

Does the student have a learning difficulty?

☐ Yes ☐ No

If Yes, please tick which applies to you:

- ☐ 01 Moderate learning difficulty
- ☐ 02 Severe learning difficulty
- ☐ 10 Dyslexia
- ☐ 11 Dyscalculia
- ☐ 19 Other specific learning difficulty
- ☐ 20 Autism spectrum disorder
- ☐ 90 Multiple learning difficulties
- ☐ 97 Other

Does the student have a disability?

☐ Yes ☐ No

If Yes, please tick which applies to you:

- ☐ 01 Visual impairment
- ☐ 02 Hearing impairment
- ☐ 03 Disability affecting mobility
- ☐ 04 Other physical disability
- ☐ 05 Other medical condition
- ☐ 06 Emotional / behavioural difficulties

- ☐ 07 Mental health difficulty
- ☐ 08 Temporary disability after illness/ accident
- ☐ 09 Profound / complex disability
- ☐ 10 Aspergers syndrome
- ☐ 90 Multiple disabilities
- ☐ 97 Other

4. Please indicate the latest possible date by which the hearing needs to take place (please refer to section 7.7 for timescales).

.....

5. Date Exclusion Panel Record Form passed to Management Office:

TO BE COMPLETED BY THE MANAGEMENT OFFICE:

6. Date evidence pack provided by the Investigating Officer:

7. Date Management Office sent letter to student/parent/guardian advising date of the panel (and/or subsequent date if evidence had to follow this letter).

.....

8. Date, time and venue of exclusion panel:

9. Panel members:

Chair (member of ELT)

Member of SLT

Member of safeguarding.....

Investigating Officer

10. Student attending / not attending?.....

THIS FORM IS TO REMAIN WITH THE PAPERWORK FOR THIS STUDENT IN THE CENTRAL FILE WHICH IS HELD IN THE MANAGEMENT OFFICE

PART B: TO BE COMPLETED BY THE CHAIR OF THE EXCLUSION PANEL AND RETURNED TO THE MANAGEMENT OFFICE AFTER THE PANEL HAS TAKEN PLACE

1. Please describe the nature of the offence or academic failure:

.....

2. Were there any E&D implications? Yes / No

e.g., Did this include any discrimination, harassment or victimisation based on one or more of the following?

☐	Race/Nationality
☐	Gender
☐	Gender Identity
☐	Age
☐	Disability
☐	Sexual Orientation
☐	Socio-economic Background
☐	Religion or Belief

3. Decisions and recommendations

.....

4. Management Office to provide copies for:

Director of Information Services, Funding & Compliance
 Other – Chair (please specify)

5. Signed: (Chairperson)

Date:

6. Received by Management Office

Signed:

Date:

7. Circulated to Registry & Data Manager

Flag on student record () (tick)

Signed:

Date:

9. Other.....

Signed:

Date:

APPENDIX TWO

STUDENT DISCIPLINARY PROCEDURE FOR VERY SHORT OR ONE DAY COURSES NOTE

This supplement to the College Student Disciplinary Policy & Procedure should be available to all students that enrol on very short or one-day courses to ensure they are aware of the procedures that will be used to maintain high standards of student conduct and achievement.

For very short or one-day courses it is unrealistic to use the same system of verbal and written warnings that would apply to all other students so the following steps should be taken:

Step One

If a student's conduct, behaviour or progress is not appropriate the assessor / tutor will verbally warn the student.

Step Two

At an appropriate break in the session the assessor / tutor will notify their line manager or for commercial courses the Director of Commercial Partnerships that a student has been issued with a warning. The assessor / tutor should complete a written report / statement of the incident and send this to their line manager.

Step Three

The manager should then speak to the student covering the issues raised in the assessor / tutor's written report and explain that if any further problems occur, they will be dismissed from the course. The manager should record any feedback from the student at this time to ensure fairness, justice, and consistency in handling a disciplinary issue.

Step Four

If the assessor / tutor feels that conduct, behaviour, or progress has not improved following the initial warning the student will be dismissed from the course. Both assessor / tutor and the appropriate manager should complete a final report on the incident.

In situations of serious misconduct, health and safety breaches or safeguarding issues a student can be removed from the course without warning.

Step Five

When the student has been dismissed from the course by the appropriate manager, they should be given details of the College's complaints policy and procedure if they wish to appeal or complain about the decision.

APPENDIX THREE: Investigation report [This is a template investigation report that an investigator may adapt to suit the particular circumstances of their investigation]

Introduction	Investigation authorised by: [Name and role]
	Investigator: [Name and role]
	Date investigation began:
	Terms of reference: [include if they were amended and how]
	Background to the investigation: [Brief overview of the matter]

Process of investigation	The investigation process: [Explain how the investigation was authorised]
	Evidence collected: [List all evidence collected]

	Evidence not collected: [List all evidence that could not be collected and why]
	Persons interviewed: [List all people interviewed]
	Persons not interviewed: [List any witnesses that could not be interviewed and why]
	Anonymised statements: [If any, explain why and provide details of any enquiries into witness]

The investigation findings	Summary of written and physical evidence: [name and summarise each document contained, set out how the evidence supported or did not support your findings and why]
	Summary of witness evidence: [name and summarise each witness statement, quote from statement where relevant, set out how the witness statement supported or did not support your findings and why]
	Facts established: [detail what the investigation has established]

	Facts that could not be established: [detail any part of the investigation that was inconclusive]
	Mitigating factors: [detail if there were any mitigating factors uncovered that are relevant to the investigation]
	Other relevant information: [detail any other information that is relevant to the matter]

Conclusion [if required]	Recommendation: e.g. exclusion panel, written/final written warning, etc.
	Further details on recommendation: [such as the type of action suggested for example, formal disciplinary meeting, and if there are any other recommendations related to the matter. In disciplinary matters, the investigator should not recommend a possible sanction. This should only be considered at a exclusion panel]
	Investigator's signature: Date:

Supporting documents	[List all documents collected as part of investigation and included in report]
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APPENDIX FOUR: Format of Exclusion Panels

The chair will: -

- a) introduce those present and explain their roles.
- b) explain the purpose of the panel and how it will be conducted.
- c) explain the powers of the panel.
- d) ensure that the student knows and understands the allegations.
- e) ensure the student has received the Boston College Student Behaviour, Conduct, and Disciplinary Policy.

Conduct of the panel: -

- a) the Investigating officer will present the case and evidence
- b) the student will be given the opportunity to respond to the evidence presented
- c) the panel may question the Investigating Officer
- d) the student should present their case and evidence
- e) the panel may question the student
- f) Parents/Carers/Guardians or representatives of the student are only there to support the student
- g) the panel will be given the opportunity to ask any further questions
- h) ask the student: -
 - if they wish to make any further points
 - if there are any other factors they would like to be taken into account
- i) the student and any other student representatives will be asked to leave the meeting to allow the panel to agree a decision

The Decision: -

- a) the student and any student representatives will be invited to return when the decision is announced.
- b) the student will be informed of the requirements and procedures for an appeal.
- c) the student will be formally informed of the decision in writing within five working days. The letter will be checked by the panel chair prior to it being sent to ensure that it is consistent with the panel decision. The student's sponsors will be informed or parents if the student is under 18.
- d) the Chair will complete Part B of the Exclusion Panel Record Form' (See Appendix One) which will be sent to the Management Office who in turn will notify the Director of Learning and the Director of Information Services, Funding and Compliance, of the decision. A copy will be kept on the student's file.
- e) The decision should be appropriately communicated to the staff team of the areas the student is from.

The Student Disciplinary Procedure is not prescriptive about possible actions or penalties which may be imposed. Where a student is found to have committed an offence, action may include: -

- i) a final written warning, detailing issues to be addressed.

- ii) placing the student on an action plan to the end of the academic year, they will then be asked to report to a nominated member of staff at regular agreed timescales set. This should be logged on Pro Monitor.
- iii) suspension for a stated period.
- iv) exclusion, with the approval of the Assistant Principal or Vice Principal.
- v) the requirement for a letter or statement of apology.
- vi) other, including support from internal and external agencies.
- vii) financial compensation for damage.
- viii) a specific period of time where college applications will not be accepted.
- ix) a record of the outcome of the exclusion panel should be logged on Pro Monitor.

APPENDIX Five: Disciplinary Procedure Flow Diagram



