



# Disciplinary Policy 2022/23

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# Student Disciplinary Policy and Procedures (2022/23)

## A. Policy: the principles behind our approach

1. The college's mission is "to give students control of their future by learning and changing today" and our disciplinary policy reaffirms our expectation that students will commit to learning effectively and to making changes to behaviour.
2. We believe that our students could and should participate as active members of the community by placing a priority on listening to and attending to others, and by being willing to make positive changes to their own behaviour in service of others. Compassion for others and the determination to make positive changes are the two qualities we most value and aim to promote and develop through these policies and procedures.
3. The college has an agreed framework of positive and progressive competencies, known as the Portrait of a Monoux Graduate (**Appendix 1**), which guides students towards successful behaviour, attitude and engagement and to be ready for future challenges. As such, the Portrait of a Monoux Graduate, in conjunction with the Monoux Teacher Framework (which outlines our approach to curriculum delivery), gives an overview of the college's culture. We apply the Portrait of a Monoux Graduate to many of the daily, termly and annual activities that take place in the college such as classroom learning, Talent Lab, the Monoux Passport cycle, work experience and mentoring.
4. Our student disciplinary policy and procedures reinforce our expectations and provide a structure for fairly and promptly managing instances where students are not aligned. Our students, their families and our staff rightfully expect that the college will deliver on the cultural promise that we make, including through effective discipline. Our disciplinary procedures refer to types of behaviour that may result in exclusion.
5. We act on the principle that behaviour, attitude and engagement both inside college and outside or whilst studying remotely have a direct and considerable impact on students' achievements and progression.
6. Students' personal development, mental health and subsequent capacity to face future challenges is significantly impacted by behaviour, attitude and engagement and by students' ability to change and advance these over time.
7. The behaviour, attitude and engagement of students not only have a direct impact on our ability to meet our strategic aims but also on our reputation as a college in the community. We want students to choose to enrol at our college because of its reputation for outstanding behaviour, hard work and safety.
8. As a post-16 institution, the college has independence and autonomy in being able to decide if a student has behaved in a way that potentially undermines the reputation of the college, places the safety of others at risk or consistently fails to meet the academic demands of the college. The college uses disciplinary interventions that are restorative, including a form of after-college detention, meetings, parental involvement and improvement contracts, but also will use suspension and exclusion to manage serious cases of poor behaviour, attitude or engagement. In extreme cases, or where contracts have been broken, suspension and exclusion can be immediate.
9. The college provides considerable support to promote good behaviour, attitude and engagement:
  - a. The college's Welfare team, which includes the college's Personal Mentor and Progress Coach teams, counselling service and learning support assistants, is dedicated to supporting students through blocks to successful study.
  - b. The college's Extended Learning team, which includes work experience & HE support and sports coordinators, support students to be organised, empowered and motivated.

- c. The college employs staff to organise workshops, events and participation opportunities, under the umbrella of Talent Lab, to encourage engagement and a positive attitude. In this way we seek to provide opportunities for students to express and develop views about social and community issues affecting them.
- d. Enrolment processes ensure that we communicate our culture, goals and expectations to all students. This includes the distribution of a student friendly version of this document as part of the signed Learner Agreement (**Appendix 2**).
- e. Our induction programme helps students to make a successful transition to college life.
- f. We deliver a range of motivational assemblies (face-to-face or online) throughout the year to promote positive thinking and aspects of the Monoux Student Framework.
- g. We have trained our teachers to ensure that the classroom environment is safe and supportive. We have “readiness to learn” protocols that we expect of all students in all lessons. Teachers use positive language to establish a friendly and hardworking ethos. Teachers recognise the progress and success of learners through marking and feedback.
- h. We use daily Entry Periods to help students to adjust to being on site and promote positive behaviour.
- i. A team of Campus Officers supports students throughout the day with matters related to safety and behaviour.
- j. Leaders are committed to being visible and interactive across the college during the day and actively involved in guiding students.
- k. Pathway Leaders track students’ progress routinely and act promptly to address concerns related to behaviour, attitude and engagement (including attendance).
- l. The college plans rewards each term for students with high levels of engagement and attendance.
- m. Through extended opening hours, Saturday and holiday opening etc, the college seeks to promote a positive attitude to study and wellbeing.
- n. The importance of developing a good attitude, behaviour and engagement is communicated and recognised through our Monoux First Year Graduation scheme which is used to confirm decisions about progression into students’ next year at the college.
- o. As required, the college promotes responsible social distancing and other measures to manage the risk of infection from Covid or similar viruses.
- p. A Fitness to Study process, for students with genuine and documented health or well-being challenges that are affecting their ability to engage with education.
- q. Through the Reach Up programme, the college identifies students at enrolment who have risk factors relating to successful engagement (for example, a substandard reference from their previous school). Students on the Reach Up programme are provided additional support and intervention to help them form successful learning habits and transition into the sixth form environment.

10. The effectiveness of our Student Disciplinary Policy is measured through the following indicators of performance, with targets agreed by relevant Committees of the Corporation:

- a. Achievement rates and value added grading
- b. Attendance and punctuality rates
- c. First year graduation rates and retention
- d. Student satisfaction survey
- e. Enrolment and destination data

Above all, however, we assess our effectiveness by continual alertness to behaviour across the site and via walk-throughs in curriculum areas.

11. The college has a Parent/Carer Agreement that it requires the parent/carer of each student to sign. This details the expectations that we have of students and requires parents and carers to take responsibility for monitoring attendance, punctuality and ensuring that students work hard at home. The college also seeks to engage parents through information events, parents’ evenings, timely correspondence from the Principal and, as much as possible, prompt telephone calls home when students are absent. In following the disciplinary procedures, the college cannot accept explanations or appeals from parents or carers that they were unaware of college expectations.

12. Periodically, Ofsted inspects the college and will verify that the college is acting appropriately to ensure good behaviour in accordance with the steer that colleges should “maintain good discipline and teach [young people] to self-regulate” in the belief that “sorting behaviour helps schools improve”. Ofsted “defends the right of heads to exclude where necessary” (Amanda Spielman, Chief Inspector, January 2020). The college is mindful of the views and guidance of Ofsted in setting its policy and procedures and believes that its disciplinary policy and procedures are effective in maintaining high standards and high rates of keep and in reducing exclusions.
  
13. Our Student Disciplinary Policy and Procedures are reviewed at least once a year by the Senior Leadership Team.

### A. RIGOROUS ACADEMIC WORK:

#### The portrait of a Monoux Graduate (1—4)

1. I have well-researched and ambitious plans for the future
2. I am a skilful learner with successful habits
3. I am able to solve tough problems and think critically
4. I am an expert in my academic field

#### Our Approach

- We have **highly committed academic/teaching staff** who are tenacious, adaptable and reflective, using the Monoux Teacher Framework in planning work.
- We carefully **structure learning** activities, assessment, progress tracking and classroom culture.
- We use frequent **testing** to make learning stick.
- **Reading & note-making** is at the core of our approach to developing young minds.
- Through **induction, assemblies, coaching and teachers' guidance for independent study** we develop students' study skills.
- We have high expectations of **attendance, punctuality and working to deadline**, with an energetic response to low performance.
- We expect students with the ambition to progress to prestigious destinations to follow **programs that provide stretch** and to study relentlessly.
- We **organise spaces** to promote respectful, focused engagement and to enable hard work.

## Monoux Student Framework 2022-23



### B. A COMMUNITY THAT RAISES OPTIMISM AND THE SENSE OF WHAT'S POSSIBLE:

#### The portrait of a Monoux Graduate (5—7)

5. I am curious, open-minded and knowledgeable about the world and other people
6. I am self-aware, able to manage emotions and show appreciation of others. I am ready to help other people
7. I understand about health (public and personal)

#### Our Approach

- We proudly **greet our students** and show warmth & compassion.
- Through our **Talent Lab programme of talks, activities and discussion groups** we embed personal development & health relationships, and promote world citizenship, equality and sustainable practices.
- We have an extensive and growing range of **work experience** and placement opportunities that support career choice.
- We rigorously promote **healthy eating**.
- We help students to be aware of risk.

### C. STEPS TO SELF-MASTERY AND AGENCY:

#### The portrait of a Monoux Graduate (8—13)

8. I make good choices to use time well and find focus
9. I have developed a clear sense of self, with purpose and direction for the future
10. I am confident to meet new people, take on new challenges and adapt
11. I can be convincing and persuasive, using public voice to express ideas
12. I am aware of social barriers and I am equipped to navigate these
13. I can add value to an organisation by being reliable and setting high standards

#### Our Approach

- Our **Monoux Passport** scheme ensures that we devote time to reflection and forward planning, finding identity and purpose.
- Through outstanding and integrated **support for welfare, wellbeing and learning** we enable students to persevere, use advocacy and be emotionally intelligent.
- Students advance their **literacy and verbal expression** through our curriculum, Read to Succeed and through **student leadership**.
- We **mentor** our students everyday to have ownership of the challenges they face and to build self-efficacy. Our **behaviour norms** provide the climate to facilitate this learning. A student with ownership and self-efficacy would not notice our rules.

Our mission is "to give students control of their future by learning and changing today"





## 2022 STUDENT LEARNER AGREEMENT

*This document confirms an agreement between you and Sir George Monoux College*

<b>Student Ref No:</b>	<b>Date of Birth :</b>	<b>Academic Year: 2022/2023</b>
<b>Name &amp; Address</b>		
<b>Contact Details</b>		

Course Code	Subject Title	Weekly Hours	Annual PLH	Learning Aim Ref	Start Date	End Date
<b>Total Annual Hours</b>						

### **Additional Programme Hours:**

These include Assemblies, Passport Days, Entry Periods, Trips, Visits, Mentoring, Interventions and Workshops

### **Talent Lab:**

In addition to your academic studies, you will also be required to attend activities that complement your studies and enhance your portfolio; this will give you a complete experience at the college that will fully prepare you for your next steps. These activities will cover many important themes, and you will be able to build up your hours by attending activities, lecturers by guest speakers, online courses, clubs & societies and projects.

Your yearly hours are comprised of 593 **Qualification Hours** and 120 **Hours of enrichments, employability and pastoral activities.**

Acceptance on this course of study is subject to satisfactory progress, attendance and punctuality during the induction period of 6 weeks. If, at the end of the induction period or later, the College's assessment of the evidence suggests that you will not succeed on this course, you may be transferred onto another course, which is more suitable for you, or your enrolment terminated.

## Data and Eligibility Declarations Academic Year 2022/2023

Student Ref No:	Name:	Birth Date:
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### ***The Learner Record Service (LRS)***

The LRS allows students to grant access to a list of verified qualifications to facilitate entrance to University or employment. This is called 'Permission to share'. Not granting permission to share may complicate your future University and job applications.

### **LRS Privacy Notice**

Some of the information you supply will be used by the Education and Skills Funding Agency to fulfil its statutory functions, issue/verify your Unique Learner Number (ULN) and update/check your Personal Learning Record as part of the functions of the DfE. The Education and Skills Funding Agency may share your ULN and Personal Learning Record with other education related organisations, such as your careers service, school, college, university, Government Departments and public bodies responsible for funding your education.

Further details of how your information is processed and shared can be found here: <https://tinyurl.com/v3h3hwz4>

### ***College Data Policy***

Sensitive student information will be accessible to College staff where that information may assist the College in supporting you as a learner. The College fully supports the General Data Protection Regulation.

The College will use your data in accordance to the Enrolment Data Policy, which can be found on the College website. Copies are also available on request.

Note that the College has an obligation to provide parent / legal guardians with access to data about your academic progress, behaviour, attendance and well-being throughout the year. Should there be any disciplinary issues, parents/ legal guardians will be contacted.

Please visit our website: <https://tinyurl.com/veyptkx2>, for our Privacy Notice.

The ESFA Privacy Notice is available on the www.gov.uk website here: <https://tinyurl.com/3inh8r3p>

### ***College IT User Policy***

Please read the IT User Agreement for students here: <https://tinyurl.com/yckbnk87>

**By signing you agree to ALL the above statements:**

**Learner Signature:**

**Signed on behalf of Sir George Monoux College:**