

Dixons Sixth Form Academy Discipline Policy

1.0 Purpose of the policy

This policy outlines the key features of our expectations for students' attendance, punctuality and conduct, which are central to students' success.

1.1 Student learner agreement

Students choosing to study at Dixons Sixth Form do so under the terms of our learner agreement. The learner agreement is built around the principles in this policy. Therefore, by signing our learner agreement, students accept the terms and conditions of this policy.

1.2 Pastoral care, commendations and concerns

Pastoral care at Dixons Sixth Form is led by a team of dedicated progress tutors. Crucial to the role of the tutor is being a bridge between subject teachers, students, families and the rest of the college community. Records of conversations and actions are logged on our pastoral logging system known as Improve. Tutors, teachers and students are required to engage with access to Improve. Commendations are issued to recognise students' excellent work, effort, general studentship or attitude. Concerns are issued where persistent issues are noted in a particular aspect of a student's conduct, such as homework, attendance, punctuality or standard of work. Concerns are only logged after a conversation has taken place between the student and the relevant staff member.

1.3 Parental engagement

We know that in order to succeed, students need support from as many adults as possible. Parents can access our pastoral log – Improve – which provides powerful data about attendance, punctuality, achievement, commendations and concerns.

2.0 Discipline stages

The table below outlines the stages of our discipline process. This is intended as guidance for instances of students failing to meet expectations. More detailed guidance on serious incidents can be found below in section 3. We recognise that a one size fits all approach does not reflect the individual nature of students. Therefore, staff use their professional judgement to determine where to place students on the discipline stages. Students do not necessarily start at the initial stage. Neither do they remain on a particular stage for their entire time in college. For example, if an individual incident is deemed to be serious enough, a student may lose their place, with no warnings being issued. Likewise, if a student reaches stage 2 and then meets the targets outlined, no further action may be required. This process allows flexibility for staff to act in the best interests of the college community and provides students with the opportunity for a fresh start. At every stage, specific and achievable targets should be set with an agreed review period of usually no longer than 4 weeks. It is recommended that records of all meetings, targets and reviews should be recorded on Improve.

The discipline stages are outlined below:

Stage	Description
1 Tutor Warning	Tutor meets with student and contacts parents/carers to share agreed targets to improve.
2 Formal Warning	Parents/carers are invited to attend formal meeting in College with student and tutor. All stakeholders take away agreed targets to improve.
3 Final Warning	Parents/carers are invited to attend formal meeting in College with student, tutor and senior tutor or SLT member. All stakeholders take away agreed targets to improve.

Following the final warning, sometimes a recommendation of a loss of place is made by a pastoral leader. Following a loss of place recommendation, an investigation is undertaken (see section 3.2 below).

3.0 Serious incidents and gross misconduct

All members of staff challenge and deal with inappropriate behaviour and academic underachievement. In the event of serious misconduct, or a failure to meet our expectations, relevant staff should be informed, giving the name of the student and ID (if known) as well as details of the incident. If immediate action is needed, the progress tutor will make the Assistant Principal for Progress aware of the situation. If they are not available, any member of the Senior Leadership Team can be informed. The Senior Leadership Team member will decide on the action which follows. They will communicate with the progress tutor and decide on an appropriate action, recording their decision and outcomes on Improve. Guidance on issues which may be deemed to be serious misconduct can be found in Appendix 1 below.

3.1 Remaining off site

When it is alleged that a serious incident has occurred or other relevant circumstances, students may be asked to leave College immediately pending an investigation. In these instances, the student's lanyard will be removed to prevent them from returning until being invited to do so. During this time, the College will carry out an investigation into the allegations as detailed below (see section 3.2). It is expected that the student will work from home and respond to communications from their progress tutor within a reasonable timescale. Parents/carers should be informed as soon as is practical if a student is required to remain off site. In the case of students with pending external examinations, the Senior Leadership Team will take a decision on how the incident is dealt with and whether or not to allow the student back onto site to sit their exams.

3.2 Investigation

In the event of a student being required to remain off site, an investigation will be conducted prior to any formal disciplinary action being taken. Parents may be invited into college at this stage, to understand the evidence that has been uncovered, or indeed contribute relevant mitigation to the investigation. Following this, the decision may be made that the matter can be resolved in the interests of and by agreement with all parties, without the need for further action. Equally, the investigation could result in a recommendation of loss of place.

3.3 Notification of loss of place

Following the investigation process, a decision will be reached by a member of the Senior Leadership Team about whether the student should lose their place in college. Parents, carers and the student themselves will be notified of this decision in writing.

3.4 Appeals Process

An appeal may be made by the student against the loss of place decision. The grounds for appeal must be based on procedural error, or that the student was affected by circumstances that were unknown during the investigation. The appeal must be made in writing within ten working days of the date of the written notification of loss of place. It should be emailed to info@dixons6a.com marked for the attention of the Principal or Principal delegate. The appeal will then be considered usually within ten working days. The outcome of the appeal will be shared in writing within five working days. There is no further right of appeal, however a complaint can be raised to the ESFA.

Appendix: Serious incidents

Below is a list of some (but not all) of the serious incidents which could lead to a student losing their place in college:

- Violent, dangerous, threatening or intimidating conduct.
 - Bullying and or child on child abuse
 - Bringing onto the College site any knives or other weapons.
 - Sexual, racial or other harassment of a member of the public, another student or a member of staff. (Verbal and through social media/electronic means).
 - Theft or unauthorised possession of any property of a student, the College or a member of staff.
 - Persistent refusal to carry out reasonable instructions of a member of staff.
 - Possession, abuse of, or dealing in, illegal drugs, serious incapability because of being intoxicated because of alcohol or illegal drugs.
 - Serious misconduct when the student is involved in an off-site activity organised by the College.
 - Abuse of College computer systems, involving for example, interference with or destruction of files or operating systems, and downloading or processing obscene or offensive materials.
 - Involvement in any activity, which may bring the College into disrepute or impact negatively on other students.
 - Cheating in examinations and/or plagiarism.
 - Smoking or vaping anywhere on the College site.
 - Damaging College property.
 - Inappropriate sexual behaviour.
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