



Student Support Policies and Procedures

Managing Students Policy

(Student code of conduct and disciplinary procedures)

Aim: To change student behaviour so students are supported to be successful.

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1. Introduction

1.1 These procedures have been drawn up in order to ensure that all students who may be subject to disciplinary procedures are dealt with in a fair and equitable manner.

1.2 It is appropriate in any educational institution to set appropriate standards of performance and behaviour and to operate rules which promote order and fairness and allow the development of students' abilities and skills. Such rules should be readily understood by both the students and staff.

1.3 The Blackpool Sixth Expects leaflet (given to all students during induction) provides details of the college's expectations of students. A student who departs from the required standards of behaviour or academic performance renders him/herself liable to disciplinary action, suspension or permanent exclusion in sufficiently serious cases. However, in the case of students who have difficulty in meeting acceptable standards of academic performance, normal good practice requires that support for the individual will be provided.

1.4 Wherever disciplinary action under the procedures is undertaken, all stages of the procedures should be completed as speedily as possible, whilst allowing time for an investigation where necessary.

1.5 It is recognised that for minor breaches of discipline, a less formal arrangement should exist whereby a member of the college's staff will discuss the matter with the student concerned in order to resolve the issue. The outcome of such a discussion could be a referral to the student's Pastoral Mentor or Additional Support. Such informal discussion will not be the subject of this document.

1.6 Any member of staff may judge it appropriate to warn a student about their academic performance or behaviour and to agree targets/ expectations and support to be logged on spotlight on EMRIS. Failure by a student to respond could lead to formal disciplinary action.

1.7 Where it is felt that misconduct may directly result from a disability (e.g. a mental illness), the Head of Student Support will be consulted, and the Fitness to Study policy may be applied.

2. Scope of the policy

2.1 These procedures apply to all students at college and to prospective students when on the college site.

2.2 The purpose of the procedure is to help and encourage students to achieve and maintain acceptable standards of conduct and academic performance and to ensure consistent and fair treatment for all in relation to disciplinary action taken in response to allegations of unacceptable conduct or performance.

2.3 Throughout the disciplinary procedures, a student has the right to be advised of the reason for any meeting. If a student fails, without good reason, to attend a meeting which they have been advised to attend, the meeting can take place and a decision may be made in his/her absence.

2.4 The content and operation of this policy will be reviewed every two years by the Pastoral Leadership Team. This includes College Lead for Safeguarding and Student Standards, Head of Student Support, Pastoral Leads and Route3 Coordinator.

3. Student disciplinary procedures

3.1 Verbal Warning - Issued by a Pastoral Mentor

(i) Students will be issued with a verbal warning as a result of not meeting the Blackpool Sixth expectations as outlined in the Blackpool Expects leaflet.

(ii) A verbal warning will be usually implemented by a Pastoral Mentor but in exceptional circumstances may be issued by a Pastoral Lead/Route3 Coordinator or Curriculum Leader. At this stage interventions are key, so targets/expectations and identified areas of support for the student to achieve these targets, will be agreed. Parents/carers will be informed via phone or email.

(iii) If the student does not demonstrate any significant improvement in meeting the targets further disciplinary action will be implemented.

3.2 First Formal Warning - Issued by a Pastoral Lead/Route3 Coordinator

(i) Students will progress to a first formal warning as a result of not meeting the targets set through the verbal warning.

(ii) Pastoral mentors will consult with curriculum leaders, teachers and other relevant staff, as appropriate, prior to a formal meeting

(iii) There will be a formal meeting held with the student and their Pastoral Lead. However, in exceptional circumstances the meeting may be held by a Curriculum Leader or Head of Department. The outcome of this meeting will be that the student will receive a written warning as to their conduct, which will incorporate targets/expectations and support.

(iv) Students and parent(s)/carer(s) will be informed, in writing, of the outcome of the meeting and will receive a copy of the associated targets/expectations and support.

(v) Pastoral mentors will monitor the progress made by the students against associated targets/expectations.

(vi) Students will remain on a first formal warning, unless recommended for a review by the disciplinary review board. See 3.5.

3.3 Second Formal Warning - issued by the Pastoral Head of Department

(i) Students will progress to a second formal warning as a result of not meeting the targets set at the first formal warning.

(ii) Pastoral mentors will consult with heads of department, curriculum leaders, teachers and other relevant staff, as appropriate, prior to a formal meeting.

(iii) There will be a formal meeting held with the student and Head of Department. In exceptional circumstances a Curriculum Leader or member of the Pastoral Leadership team may act on behalf of the Head of Department. During the meeting the student will receive a second formal warning as to their conduct. This will incorporate identified targets/expectations and support based upon their previous actions. A student may wish for their Pastoral Mentor to be present at the meeting to act as an advocate.

(iv) Students and parent(s)/carer(s) will be informed, in writing, of the outcome of the meeting and will receive a copy of the associated targets/expectations and support.

(v) Students will remain on a second formal warning, unless recommended for a review by the disciplinary review board. See 3.5.

3.4 Formal disciplinary hearing - Issued by a member of the college Leadership Team

(i) Students will progress to a formal disciplinary hearing as a result of not meeting the targets set at the second formal warning or as a result of an act of alleged gross/serious misconduct. In cases of gross or serious misconduct a student may be suspended with immediate effect for a period of normally no longer than 5 days.

(ii) Possible outcomes to a formal disciplinary hearing:

- Permanent exclusion
- Final warning
- First or second formal warning (misconduct)
- No case to answer

There will be a formal meeting chaired by Head of Student Support or College Lead for Safeguarding and Student Standards. The final decision on the outcome will be made by an independent member of the college Leadership Team.

(iii) Examples of gross misconduct:

- Violent, dangerous or intimidatory conduct physical assault
- Serious violation of the college's rules and procedures concerning health and safety
- Sexual, racial or homophobic harassment of another student or member of staff
- Extremely abusive behaviour towards another student or member of staff
- Theft or unauthorised possession of any property or facilities belonging to a student, the college, or any employee of the college
- Serious damage deliberately carried out on college property
- Refusal to carry out reasonable instructions of a member of staff that puts the health and safety of members of college at risk
- Under the influence of any illegal or banned substances on college premises, or on any activity associated with the college
- Any possession of illegal items, including drugs or offensive weapons
- Any possession of drug related paraphernalia
- Serious incapability as a result of being intoxicated by alcohol or drugs
- A criminal offence, which may adversely affect the college's reputation
- Refusal to comply with the code of conduct laid down for a field trip, visit, residential
- Unauthorised leave (refer to special leave policy)
- Failure to comply with the conditions of a special leave request

(iv) Examples of serious misconduct:

- Damage to college property
- Low level abuse of IT/Internet facilities
- Verbal abuse or low level cases of bullying or harassment
- Failure to comply with the code of conduct laid down for a field trip/educational visit, residential or work placement
- Verbal abuse towards another student or member of staff
- Bringing alcohol onto the college site
- Conduct which could threaten the health and safety of others or work placement that puts health and safety at risk

The above examples are not exhaustive or exclusive and offences of a similar nature will be dealt with under this procedure.

(v) A student may be accompanied by a parent/carer at the disciplinary hearing. If the student fails, without good reason, to attend a disciplinary hearing as requested, the hearing may take place, and disciplinary decisions made in the student's absence.

(vi) At the disciplinary hearing, the College Lead for Safeguarding and Student Standards or the Head of Student Support will state the reasons for the hearing and give a summary of the

supporting evidence. The student will have the opportunity to present his or her case and any supporting evidence and to challenge the case against him/her.

(vii) Students and parent(s)/carer(s) will be informed, in writing, of the outcome of the disciplinary hearing.

(viii) A student has the right to appeal against the outcome of the disciplinary hearing. Notification of a wish to appeal will be made in writing to the Deputy Principal within 5 working days of notification of the outcome of the disciplinary meeting.

(ix) A student who is placed on a final formal warning and does not meet the targets/expectations set, will result in permanent exclusion.

3.5 Disciplinary review boards

(i) These will be held monthly with the aim to review students who have been recommended to be moved down a formal warning. Students to be reviewed will be based upon requests made from teachers, curriculum leaders, Head of Department and other appropriate staff. Requests will be made to the pastoral mentors, who will meet with pastoral leads to recommend students for the review board.

(ii) The possible outcomes of the review board:

- Remains on the same warning with revised targets/expectations and support.
- Move down a warning with revised targets/expectations and support

(iii) At the review board there will be College Lead for Safeguarding and College standards, Pastoral Leads, a Head of Department or Curriculum Leader and the Head of Student Support.

(iv) The outcome of the review board would be communicated to the student by their Pastoral Mentor.

(v) Student, parent(s)/carer(s) will be informed of the outcome of the disciplinary review board in writing.

4. Suspension procedure

4.1 Suspensions will normally be carried out by a member of the Senior Leadership Team or the Head of Student Support or the College Lead for Safeguarding and Student Standards. In exceptional circumstances other members of the Leadership Team may also carry out suspensions.

4.2 Parent(s)/Carer(s) will be informed of the suspension immediately or as soon as practicable. In the case of students under the age of 18, parental/carers' permission to send home will be sought or the parent(s)/carer(s) will be asked to collect the student from college.

4.3 A suspended student will be advised that they are excluded from the college site during the period of the suspension and that any attempt to enter the college site during this period will be regarded as a serious breach of discipline.

4.4 A written copy of the reasons for the suspension will be sent to the student and a copy will be sent to the parent(s)/carer(s).

4.5 The Deputy Principal, Head of Estates and reception will be informed of any suspension.

4.6 A Formal Disciplinary hearing will normally be arranged within 5 working days of the suspension, unless there are exceptional circumstances such as a religious festival. At a disciplinary hearing following a suspension, a student may be accompanied by parent(s)/carer(s).

4.7 A student has the right of appeal under the Appeals Procedure against the outcome of a disciplinary hearing following suspension.

4.8 The student's pastoral mentor and teachers will be informed of any student who has been suspended and will be required to provide work, for the student to complete until the date of the hearing. Submitted work will be marked, with feedback given.

5. Permanent exclusion procedures

5.1 A student may be excluded if:

- a) the student fails to comply with the targets/expectations in a Final Warning.
- b) the student commits an offence which is deemed to be gross misconduct at a formal disciplinary hearing

5.2 Students and parent(s)/carer(s) will be informed, in writing, of the reason for exclusion and will be offered support.

5.3 The Deputy Principal, Head of Estates and the reception team will be informed of any exclusion.

5.4 A student has the right to appeal an exclusion, under the Appeals Procedure.

6. The appeals procedure

6.1 A student has the right to appeal against the outcome of a Formal Disciplinary hearing. Students and parent(s)/carer(s) will be informed of this right. The three possible reasons for appeal are:

- (i) College policy/procedures were not followed.
- (ii) Evidence provided was not taken into account, or new evidence is now available.
- (iii) Bias or discrimination was shown in reaching a judgement.

6.2 If a student wishes to appeal against a Final Warning or a decision made at a Formal Hearing, they must do so in writing to the Deputy Principal within 5 working days of notification of the warning, unless there are individual circumstances preventing this timescale being met such as a religious festival.

6.3 An appeal hearing will usually be held within 5 working days of receipt of the request. The student and parent(s)/carer(s) will be informed in writing of the date, time and place of the appeal hearing and the reasons for his/her expulsion. The student will be given a copy of the college's Managing Students Policy. If the student requests extra time to prepare his/her case, the hearing may be put back for a period not longer than 5 working days.

6.4 A student has the right to be accompanied to the appeal hearing by parent(s)/carer(s). At the appeal hearing, the student will have the opportunity to present his/her case and provide any supporting evidence.

6.5 The student and parent(s)/carer(s) will be informed in writing of the outcome of the appeal within 5 working days of the appeal hearing.

7.Right to search

7.1 In line with legislation the staff at Blackpool Sixth reserve the right to search students if they have reason to believe that they are carrying offensive weapons or illegal or banned substances. Similarly, students can expect to be physically restrained if they present a danger to themselves or other members of the community.

7.2 Searches will be carried out by a member of the Safeguarding Team or Estates Team. Before any search is undertaken consent will be sought from students. If consent is refused, the student will be asked to say why he or she has refused. Refusal to allow a search will be taken as refusal to follow instructions and depending on the circumstances, could be deemed gross misconduct. Where there is suspicion of knives or weapons, alcohol, illegal drugs or stolen items, the student may be searched without their consent.

When being searched, students may only be required to remove "outer clothing" such as coats and jumpers. Searches will be conducted in such a manner as to minimise embarrassment or distress.

7.3 It is not necessary to inform parents/carers before a search takes place or to seek their consent to search. However, parents/carers will always be informed as soon as possible after a search has taken place.

7.4 If inappropriate articles are found, they will be confiscated. If these items are dangerous they will be disposed of safely by the Estates Manager. Any illegal items may be handed to the Police for safe disposal.

7.5 The college works closely with the Police. If students are involved with any activity which breaks the law the Police may be involved in a search and/or confiscation of items. Parents/Carers will always be informed when the Police are involved.

8. Other related policies

- Attendance policy
- Fitness to study policy
- Use of reasonable force policy
- Safeguarding and child protection policy
- Special leave policy
- Substance misuse policy



Blackpool Sixth *Expects*

This document aims to make more explicit what is at the heart of our Blackpool Sixth community – the respect we have for each other and the way in which our core values and British values are embedded into all we do. Embedding these values in all we do will benefit both the college and the wider community.

Our Mission:

Inspiring learning, developing character, building futures

Our core values

The core values underpin everything we do as a Sixth Form:

- Respect - for ourselves, for others, for the rule of law, for the environment
- Excellence and High Aspirations - striving to be the best we can be
- Support - helping everyone to succeed
- Inclusion - valuing everyone individually
- Integrity - acting according to our values and promises
- Global Citizenship - being active in improving our world and broadening horizons
- Enthusiasm - learning because we love to learn, teaching because we love to teach

British values

- **Democracy** - Democracy is at the centre of what we do. We actively consult with our student representatives to gather student views and feedback on key college policies that affect the student body.
- **Rule of law** - All members of the college community are accountable to the law and the Blackpool Sixth standards, enforced and applied in a fair manner.
- **Individual liberty** - The right to act, believe and express yourself, whilst respecting the rule of law and college core values/standards.
- **Mutual respect** - Everybody working together, in order to create a strong community ethos which celebrates diversity and respects individual's rights for a learning environment free from discrimination or harassment.

Blackpool Sixth *Standards*

Aspect of behaviour	Expected standard of behaviour	Why this is important
1. Attend fully, on time and with correct equipment	<p>Students and staff have full attendance at college. All lessons, exams and meetings start on time.</p> <p>Blackpool Sixth expects students' college work to take priority and other activities should be arranged outside of their college commitments.</p> <p>Holidays are not normally permitted in term time. However, it is recognised that there may be a rare occasion where a student may require leave of absence from college due to exceptional circumstances. Please refer to the college's Special Leave Policy.</p>	To be fully prepared for learning and employment and to enable effective working.
2. Mobile devices in classrooms, exam venues and learning resource centres	The college is committed to using technology for learning and students and staff are encouraged to use mobile devices to aid learning. However, the device should only be used for educational purposes relevant to the activity. When not being used for learning, students and staff will switch their device off or set it to silent as they enter a classroom, learning resource centre, exam or a meeting.	To enable everyone to focus on learning without distraction and to promote active engagement /collaboration/discussion.
3. Dress in college	<p>Students and staff wear clothing which does not cause offence to others (e.g. clothes that are too revealing or display offensive/sensitive slogans or images) and is suitable for the activity. The standards of dress apply on college site and when taking part in college organised activities off-site.</p> <p>It is important that all members of college are clearly identifiable. College, therefore, requires all staff and students to keep their faces uncovered and wear their membership card and lanyard visibly at all times.</p>	To support our core value of respect and for security purposes.
4. Respecting the college environment	Students and staff find suitable seating or social spaces away from entrances, corridors and stairwells.	To maintain a safe, healthy, clean and eco-friendly environment.

Students and staff choose to eat only in designated areas.

Students and staff put all litter in a bin or appropriate recycling box and treat the facilities with respect.

5. Wearing coats, hoods, hats and headphones /earphones	<p>Students and staff remove coats, hoods and hats when entering a classroom, learning space, exam room or meeting. Reasonable adjustments will be made, where relevant.</p> <p>Students and staff are welcome to use their earphones/headphones in the FYi and at appropriate times of the college day, however refrain from using them during learning activities or meetings, unless it is relevant to the session.</p>	To demonstrate respect, employability and fully engage in the learning experience.
6. Use of language	Students and staff use professional and appropriate language in verbal and written communication, including email. This applies both within college and when representing the college externally.	To demonstrate respect and employability and to create a positive environment throughout the college community.
7. Participate fully in learning activities	<p>Staff and students engage in all learning activities and conversations with enthusiasm and a willingness to try different things, take on new roles and accept their responsibilities, including completion of work to deadlines.</p> <p>Students and staff bring the correct equipment and resources required.</p>	To be fully prepared for and to maximise learning, achieve goals, deliver successful outcomes and become employable.
8. Smoking (including e-cigarettes)	<p>Staff and students observe the college policy in order to maintain a smoke free environment. Only the designated area is used for smoking, including e-cigarettes.</p>	To promote a healthy and safe environment.

Any student not meeting the above standards of behaviour may face disciplinary action. The disciplinary procedures are summarised below:

- Verbal warning - issued by Pastoral Mentors
- First Formal Warning - issued by Pastoral Leads
- Second Formal Warning - issued by Heads of Department or a member of the Pastoral Leadership Team
- Formal Disciplinary Hearing - issued by a member of the Leadership Team



Behaviour for learning (BfL) guidelines

Inspiring learning, developing character, building futures

This practical guide will help you to manage behaviour by suggesting behaviour improvement approaches and strategies to be used to prevent and tackle poor student behaviour

Type of disruption	Suggested strategies
<p>Low-level disruption</p> <ul style="list-style-type: none"> ● Disruption caused by inappropriate comments/talking ● Inappropriate use of mobile devices ● Student-student relationships/arguments ● Not following rules ● <p>If these disruptions are not challenged, they can severely damage learning and lead to frustrations and stress for the tutor. ☒ They can also lead on to high-level disruptions.</p>	<p>Preventative action</p> <ul style="list-style-type: none"> ● Meet and greet students at door of classroom. ● Set clear expectations and communicate expectations to students ● Agree a set of expectations/core values that all sign up to ● Make students identify what behaviours they want to see, keep a record of the discussion and refer students back to it ● Display expectations visually in classrooms and around college and refer to this when discussing behaviour ● Remind of rules and expectations regularly. ● Recognise and reinforce good behaviour by using lots of non-verbal reinforcers such as positive eye contact, smiles and other positive gestures. ● Foster positive attitudes by giving lots of praise when due - don't take positive behaviour for granted. ● Never give praise when not due – make sure all praise is sincere. ● Use clear language and instructions – avoid ambiguity, sarcasm or irony. ● Model high standards of behaviour ● Use Upper Sixth students to model expected standards of behaviour to new students. ● Use responsibility to build self-esteem. ● Generally, moving round the class is a good idea - the view from the back of the classroom is different – 'keeps students on their toes'.

Type of disruption	Suggested strategies
<p>Low-level disruption</p> <ul style="list-style-type: none"> ● Disruption caused by inappropriate comments/talking ● Inappropriate use of mobile devices ● Student-student relationships/arguments ● Not following rules <p>☐ If these disruptions are not challenged, they can severely damage learning and lead to frustrations and stress for the tutor.</p> <p>☐ They can also lead on to high-level disruptions.</p>	<p>Interventions</p> <ul style="list-style-type: none"> ● Remind of rules and explain the contravention. ● Make eye contact and give a nonverbal signal to stop the disruptive behaviour. ● Moving close to student(s) who are taking part in inappropriate behaviour. ● Go over to their table, engage the student in conversation about the work, redirect their focus. ● Use clear language and instructions – avoid ambiguity, humour or irony. ● Tell them to stop... Politely and firmly invite them to reflect on the behaviour. ● Use student’s name - general requests for quiet or refocusing don’t work as students don’t know who you are aiming it at. ● End instructions with “thank you” rather than please as this shows that you expect compliance ● If a student makes a disruptive comment, silence can be just as effective as a verbal reprimand. ● Don’t publicly humiliate a student or make fun of them. ● Ask the student how this behaviour might be dealt with in a professional setting. Help them to see that developing good habits and personal responsibility will pay off in later life. ● It’s important to remain focused on primary behaviour and not to become distracted by secondary behaviours. ● Describe the unacceptable behaviour rather than questioning it. For example ‘ you are calling out in class, this is not acceptable’, rather than ‘why are you calling out?’ Stating the unacceptable behaviour, allows the opportunity to address, remedy and then move on without becoming distracted by secondary behaviour – ‘You aren’t facing the front. Turn round and face the front please’. ● Give students a choice to avoid confrontation e.g. “do you wish to give your phone to me or put it in your bag?” ● Threatening with ‘a warning’ doesn’t work for low level disruption - students aren’t daft, they know they won’t be ‘naughty’ enough to get ‘kicked out’ ● Ask students to stay behind at the end of a lesson or arrange a meeting to discuss the behaviour in more detail and its impact on learning. <p>Any member of staff may judge it appropriate to warn a student about their academic performance or behaviour and to agree targets/ expectations and support to be logged on spotlight on EMRIS.</p>

Type of disruption	Suggested strategies
<p>Low-level persistent disruption</p> <p>This is when low-level disruption continues despite using the strategies listed above. This can be extremely frustrating for the tutor and other students and should lead to formal disciplinary action</p>	<p>Interventions</p> <ul style="list-style-type: none"> • Talk to the student - find out why they aren't focusing/behaving appropriately - it may be that it is something that can be easily resolved. E.g. 'I'm worried about why you are so distracted...' 'You seem demotivated and I'm concerned you aren't focussing despite me inviting you to do so'. • Discuss implications for their learning and learning of others. • Consider engaging with higher-level task/responsibility - e.g. if they are 'bored' get them to design starter task or lead section of lesson. Their boredom isn't an insult or indictment of your teaching, it's sometimes a natural reaction - we all get bored and need a challenge to shake it off. • Create intrinsic motivation - talk to them about their plans beyond college. They may not know what they want to do thus not sure why they are here. They may feel that they are not on target to achieve the grades required to get into a certain uni/course/profession. • Don't use empty threats - students know that they will not get 'kicked out' for low level disruption (nor should they be!) so empty threats will simply lower the level of respect. • Despite this persistent low-level behaviour being wearing, it is important that we don't publicly humiliate a student or make fun of them or use sarcasm. • Log the behaviour and your actions on EMRIS. • Talk to Pastoral Mentor and other tutors - is this a common issue or particular to this subject? • Contact Pastoral Mentor to agree action. • Arrange meeting with parent(s) and other tutors. <p>Pastoral Mentor, or in exceptional circumstances the Pastoral Lead or curriculum leader, may take formal disciplinary action – a verbal warning.</p> <p>At this stage interventions are key, so targets/expectations and identified areas of support for the student to achieve these targets, will be agreed. Parents/carers will be informed via phone or email.</p>

Type of disruption	Suggested strategies
<p>Medium-level disruption</p> <p>More serious behaviour that challenges authority of the tutor and requires a strong action to avoid the situation escalating.</p>	<p>Interventions</p> <ul style="list-style-type: none"> • Never threaten with ‘a telling off’ or humiliating a student. Firmly and clearly instruct student to reflect on behaviour and calmly and politely explain to the student that you will arrange a meeting with their Pastoral Mentor, HoD, or CL if relevant, to discuss the situation - dressing downs in front of class may appeal to teacher ego but won’t win any respect from learners. • Speak with student(s), in company of Pastoral Mentor, HoD or CL. • Don’t allow student to dominate the time or focus. Switch off from ‘discipline mode’ quickly and ensure class understand you are in control of the learning experience. • Always cue the class when dealing with medium-level disruption, for example ‘excuse me class, X your language is unacceptable. We are going to discuss this with ____ later, now back to work’. • Every behaviour transaction is a social exchange as there is always an audience. It is important to be in control of the situation and this can be demonstrated in the cues you use with the rest of the class. • Use a buddy system in your department to remove the student to another class with work to complete if you feel the behaviour is causing such disruption that others cannot learn effectively. • Log the behaviour and your actions on EMRIS. • Contact the parent(s)/carer(s) - it is important that parents know about the poor behaviour and can intervene. This is particularly important if the behaviour does not improve/worsens and the college has to discuss the student’s place with them. They need to have had contact before high level formal action is taken. <p style="text-align: center;">First Formal Warning - Issued by a Pastoral Lead/Route3 Coordinator</p> <p style="text-align: center;">Or a formal disciplinary hearing if deemed more serious/ serious misconduct.</p>

Type of disruption	Suggested strategies
<p>High-level disruption</p> <p>Serious or gross misconduct that requires the student being removed from the area and behaviour dealt with immediately</p>	<p>Interventions</p> <ul style="list-style-type: none"> ● Use the department buddy system that your HoD has set up. ● Use your Pastoral Mentor/HoD/CL to support you in resolving the issue. ● If the behaviour is possible gross misconduct, for example physical assault or intimidating/threatening behaviour, then inform your HoD/CL or Head of Student Services if HoD and CLs unavailable. ● Statements need to be taken immediately. ● Students must be separated and supervised by either HoD/CL or a member of staff from Student Services. ● Steps may need to be taken to ensure safety e.g. check by first aider or arranging transport home if suspect under influence of alcohol ● Record action on EMRIS. ● Parent(s)/carer(s) must be contacted and the situation and possible consequences explained. ● Head of Student Services or college lead for safeguarding and student standards may suspend student. <p style="text-align: center;">Formal disciplinary hearing if deemed serious/ gross misconduct. This may result in suspension.</p>

Acceptable Use Of Computers Policy For Students

The Blackpool Sixth Form College provides Internet access and other computer services to students and staff for communication and study purposes, to support education and to enhance the learning process.

Under the Regulation of Investigatory Powers Act, the college has the right, in certain circumstances, to monitor any and all aspects of its computer systems that are made available to you in college, and to monitor, intercept and/or record communications made including e-mail or Internet communications

You should, therefore, have no expectation of privacy in any e-mail or other communication sent or received.

You must not:

- send or store emails or attachments that are defamatory, abusive, in breach of copyright, obscene, indecent, sexist, homophobic or racist
- access, or download material from, the internet which is obscene, indecent, in breach of copyright (MP3, video, file-sharing), defamatory or otherwise inappropriate
- access sites containing extremist or radicalisation material
- pass on personal details without that person's consent
- access areas on the computer's hard disk or servers which are restricted. This includes logging on using somebody else's password,
- use someone else's Google account
- use the computers to play games
- copy software owned and licensed by the college
- download/install software
- deliberately waste printing resources, or print multiple copies of material
- introduce viruses to the network
- use chat lines for the dissemination of materials that are defamatory, abusive, in breach of copyright, obscene, indecent, sexist, homophobic or racist

act in a way which:

- wastes staff effort or networked resources
- corrupts or destroys other users' data
- violates the privacy of other users
- disrupts the work of other users
- uses computers in a way that denies service to other users

This policy applies to computers provided by college and laptops brought into college.