



Values

This is an academic institution and students are expected to comply with the College Code of Conduct. Equally students can expect to be supported by staff to reach their potential in an enjoyable learning environment.

1. Treat all fellow students and staff with respect

Every student and member of staff is part of the SSFC community. We expect that everyone is treated with respect and courtesy. Tolerance of other people’s views is essential.

2. Attend all lessons on time

There is a clear link between attendance and performance – it is not acceptable to miss lessons or disrupt lessons by being late.

3. Have high expectations of yourself and your college

SSFC is a community for learning. In order to make the most progress you must have high expectations of yourself; persevere with studies as you will inevitably find some aspects of your courses difficult however, with hard work you have the ability to be successful – surprise yourself!

4. Be ready to learn & have the correct equipment

Mobile phones are not to be used during lesson time.

5. Always complete classwork, assessments and homework on time and to the best of your ability

Keep to deadlines set by your teachers. If you are having difficulty in meeting a deadline, then talk to your teacher, they are there to help.

6. Be respectful of the college facilities and tidy away after yourself

We expect that you treat all areas in the college and all staff in College, with respect. Make sure that you clear up after yourself.

7. Take responsibility for your own learning, use Directed Study and Focused Friday wisely, attend revision sessions and seek help from teachers when you need help. You should be spending at least 4 hours outside of timetabled lessons per subject per week.

Student Signature

Date

Tutor Signature

Classroom ethos

Our aim is to enable all students to achieve their maximum potential. The efforts of staff at the College are directed towards helping students develop their academic, personal and social skills. There shall be clear guidance on the effort and behaviour expected of them at the beginning and throughout their course, e.g. by signature to the Student Code of Conduct, during induction, at regular intervals during subject lessons and tutorial one to one conversations.

All members of College have responsibilities for students successfully completing their course. Every attempt will be made to resolve any difficulties at an early stage to ensure students are retained and succeed in the qualification aims of their course.

We aim in lessons for a productive, engaging but challenging classroom atmosphere which is supportive for students of all ability levels. All teaching staff must take responsibility for following up absence, poor punctuality and chasing up non-completion of work and finding its causes for those students in their classes. Staff should recognise good and improved attendance; set homework and give helpful feedback to students and challenge non completion of work. Some students will get behind; find work difficult – we must work with them in a supportive way to get them back on track. Most problems can be resolved at classroom level.

Some strategies at classroom teacher level:

- A timely one-to-one conversation with the student to indicate that their progress or behaviour needs attention and counsel the student as to the improvement required. The teacher should try to establish if there are any underlying causes/problems. Any concerns and actions should be recorded on students' ILP.
- Renegotiation of realistic deadlines agreed with the student – request for Friday attendance to complete work
- Request for student to complete work in study block
- Contact with parents

Formal disciplinary procedures for managing students will only be used when informal strategies have failed, or in the case of a particularly serious breach of the Student Code of Conduct.

If a student demonstrates an inability to meet the required standards, the College will provide appropriate support and guidance to help them to get back on track.

Stage 1

Referral to the tutor

(examples: *repeated lateness, classroom disruption, failure to submit work and respond to teacher interventions*)

If department interventions fail e.g. continued poor attendance, behaviour, work completion, and the student has not kept to agreed targets for improvement then the subject teacher should **alert the tutor via Columbus.**

Comments can be read by all staff, the individual student and their parents. **The comment should**

- Indicate clearly the current concern/s
- List agreed strategies to redress the problem
- Be supportive in providing clear expectations and guidance for improvement.
- Effective tutoring requires early and consistent intervention, good communication with subject staff, students and parents.

Strategies can include:

The tutor **must have** a one-to-one conversation with the student - to discuss these concerns and devise short term realistic targets for improvement. Ensure that students are aware of what is expected of them and the steps needed to remedy the situation.

- An attendance/behaviour/work report – students to ask teachers to sign and comment on their attendance/behaviour/work – to last for 2 weeks.
- Attendance on Friday to catch up on missed work
- A letter home to parents outlining our concerns and referring them to the ILP so that they can access up-to-date information. There is a model letter for tutors to use
- Telephone conversation with parents/appointment with parents.

The tutor **must** reply indicating the actions taken. The FM will see comments and actions automatically.

During tutorial the tutor should monitor progress against agreed targets. Positive progress should be recorded on PM.

Stage 2

Referral to Faculty Manager/Deputy Faculty Manager

If the student does not respond to these interventions by their tutor, they can be given a **verbal warning** by FM/DFM. This must be part of a one to one discussion to ensure that students are aware of what is expected of them and the steps needed to remedy the situation.

This should be recorded on the ILP and accompanied by other strategies to monitor improvement.

In addition parents **must be** informed that the student has received a verbal warning and the steps needed to remedy the situation. There is a model letter for staff to use.

The subject teacher and tutor should provide suitable support and monitoring of the student for any agreed actions. The plan should be time limited.

Stage 3

Written warning (Interview with Vice Principal)

Where there is an instance of gross misconduct or continued failure to respond to teachers and tutor interventions then a meeting will be arranged with the Vice Principal.

The students will be given notice in writing of this interview. For students under 18 the letter will be written to parent/guardian who will be invited to attend the meeting.

A written warning should include a range of actions to support the student to improve e.g. an agreed action plan and monitoring agreement. This will be formalised as a written contract.

Students who fail to meet the agreed actions in the contract will move to stage 4. In some instances of gross misconduct the decision may be made to move straight to Stage 4.

Stage 4

Suspension

At a formal Stage 4 meeting the student's parent/guardian will be required to attend. This will be with the Vice Principal and the Faculty Manager. A record of the meeting will be posted on the ILP. Possible actions include

- Agreeing an action plan/contract for the student to implement, which may include a range of actions and/or appropriate sanctions, and arranging support where necessary. Any breach of these actions and/or appropriate sanctions will be investigated and may lead to further disciplinary action
- Permanent exclusion
- Financial Penalties related to actual damage or loss sustained by the College
- The student agrees to withdraw from the College.

The decision will be confirmed in writing by a Vice Principal to the student

In the event of a permanent exclusion, the student has the right of appeal to the Executive Principal.