



“Inspiring learning, developing character, building futures”

## **Student Support Policies and Procedures**

### **Positive behaviour policy and disciplinary procedures**

*Aim: To create a safe and secure environment and promote positive behaviour to ensure that all students are supported to be successful at college and in their future careers.*

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# **Positive behaviour policy and disciplinary procedures**

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## **Appendix 1: The Vital Six at Blackpool Sixth**

# 1. Introduction

(i) The college mission is “inspiring learning, developing character, building futures”. The purpose of this policy is to deliver the mission by encouraging and motivating all students towards positive behaviours. The college’s positive behaviour approach will:

- encourage students to develop self-confidence and self-discipline
- enable all students to learn in a safe and enjoyable environment
- prepare students for successful education and careers after college
- allow teachers to teach

(ii) The policy outlines the high expectations we have of our students’ behaviour and the consequences of failing to meet those expectations. Good behaviour and self-discipline have strong links to effective learning and are vital for students to carry with them both during and after their college years.

(iii) It is vital that we create a culture where students and staff flourish in a calm, safe, purposeful and respectful environment. It is important that reinforcement of this culture ensures it permeates through every aspect of college life. The first step to promoting positive behaviour is to lead by example. Our core values underpin everything we do as a college and all staff, volunteers and visitors are expected to model the core values of:

- **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

(iv) All staff will ensure that standards and expectations are consistent across the college. This means that behaviour boundaries and consequences are clear to all and are applied fairly, proportionately and without discrimination. We will take into account Special Educational Needs and Disabilities (SEND). Where it is felt that poor behaviour may directly result from a disability, the Head of Additional Learning Support will be consulted, and the Fitness to Study policy may be applied.

(v) Blackpool Sixth recognises that inappropriate and/or disruptive behaviour can often be an indication of unmet social/emotional needs. However, we also believe that students are responsible for the choices they make and therefore must take personal responsibility for the subsequent consequences as a result of their choices. Response to concerns regarding a student’s behaviour will always focus on exploring and identifying the reasons for inappropriate behaviour and not on excuses. Factors that are influencing poor behaviours such as learning difficulties, disabilities, personal or family problems will be considered but may not excuse unacceptable behaviour. In such cases, early intervention is essential to reduce the need for a subsequent disciplinary action.

(vi) Blackpool Sixth’s expectations and standards of behaviour are detailed in the ‘Vital 6’ document (see appendix 1) and is discussed with all students during induction. A student who departs from the required standards of behaviour could face formal disciplinary procedures,

including withdrawal of college place in serious cases.

(vii) Students are responsible for their own behaviour in college, however, we recognise that parents/carers play a big role in promoting high standards. We ask parents and carers to be prepared to attend meetings with staff to discuss behaviour and to support any strategies that are put in place. Staff at college will work together with students and their parents/carers in identifying unmet needs and finding positive solutions to any instances where students are not meeting expectations. However, some offences may be serious enough for formal disciplinary action to be taken without informal interventions.

(viii) We encourage parents/carers to communicate with the college if they have a concern about their daughter/son/ward's behaviour, and we will do as much as possible to support parents/carers as and when they need it.

## 2. Scope

(i) This policy and its associated procedures apply to all students at the college and to prospective students when at college. This policy also applies to student behaviour away from college if the reputation of the college is compromised and/or the behaviour has a negative impact on college activity or other students.

(ii) Teachers are responsible for managing behaviour in the classroom, but all staff will challenge any person whose behaviour is not in line with the college's core values or expectations whilst on the college site or taking part in college organised activities.

(iii) There is a separate Assessment Malpractice and Plagiarism Policy to deal with assessment misconduct, such as plagiarism and inappropriate use of AI, which is aligned to this policy.

## 3. Positive behaviour approach

(i) Promoting positive behaviour is based on clear expectations, recognition, effective challenge, support, intervention and consequences that are implemented consistently. All staff at college will:

- clearly identify values and behaviours which are constructive, respectful, supportive and are associated with high levels of engagement in learning
- promote good relationships between students and staff based on mutual respect, integrity and trust
- have an uncompromising focus on learning and achievement, and developing self-confidence and self-discipline
- look for the positive and find opportunities to praise and reduce the public attention paid to students who are not on task
- challenge inappropriate behaviour in a respectful way
- de-escalate situations by dealing with situations in a firm but calm way
- implement a variety of interventions to address inappropriate behaviour and support students

(ii) Students may be issued with a caution as a result of not meeting the Blackpool Sixth expectations, as outlined in the 'Vital 6' document. It is not expected that a caution will be issued for all cases of minor misconduct or classroom management issues but that they will be issued where previous discussion or intervention with a student has not resulted in improved behaviour.

*Examples of behaviour that may lead to a caution if previous intervention has not resulted in improvement:*

- absence, where it is not notified or reasonably explained
- poor punctuality
- late or non-submission of course-related work/assignments/directed study
- disrupting the learning of others
- lack of effort/enthusiasm such as not participating fully in learning activities
- lack of preparation for lessons such as not bringing the correct equipment
- use of inappropriate language
- minor cases of misconduct
- minor cases of disrespectful behaviour to other students, staff or visitors
- minor cases of misuse of the internet/IT equipment/mobile phones
- inappropriate use of mobile devices when in class or on college premises
- minor cases of misuse of facilities
- eating/drinking/vaping in inappropriate areas of the college
- persistently forgetting or not wearing the membership card

The above examples are not exhaustive or exclusive and some offences may be serious enough for formal disciplinary procedures to be taken without informal interventions (see section 4).

(iii) Cautions can be issued by any member of staff and a student may be in receipt of multiple cautions. Caution(s) can still be issued alongside formal disciplinary procedures (section 4).

(iv) A caution is usually given to the student by the member of staff in person. If this is not possible, due to student absence, the student will be informed of the issue of the caution via phone or email as soon as possible.

(v) The reason for the caution and targets/expectations will be recorded on EMRIS (the college's online registration and tracking system).

(vi) If the student does not demonstrate any significant improvement in meeting the targets of a caution then further action may be taken in the form of an additional caution with updated interventions/targets or escalation to formal disciplinary procedures.

## 4. Formal disciplinary procedures

### 4.1 General principles

(i) Normally the formal disciplinary procedures will be escalated in the order set out below.

- Tier 1 - First formal warning
- Tier 2 - Second formal warning
- Tier 3 - Final warning
- Tier 4 - Review of college place

(ii) Students may progress directly to Tier 4 (review of college place) as a result of an act of alleged gross misconduct, or where the behaviour, or concern, requires greater intervention than normal escalation of the disciplinary procedures (see section 4.5).

(iii) 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 the student's absence.

(iv) At any stage during the procedure a student may be suspended by the College Lead for Safeguarding and Behaviour, or a member of the leadership team acting on their behalf, whilst an investigation is carried out, following the suspension procedure as outlined in this policy.

(v) Consideration will always be given to mitigating or extenuating circumstances such as learning difficulties or disability and serious personal or family problems. However, these factors may not excuse unacceptable behaviour.

(vi) Throughout the formal disciplinary procedures targets/expectations will be set, as well as any identified areas of support for the students to achieve these targets. This will be agreed as part of a discussion with the student.

(vii) Parent(s)/carer(s) will be informed in writing whenever formal disciplinary procedures are implemented.

(viii) Students have the right to appeal the outcome of a review of college place meeting.

## 4.2 Tier 1 - First formal warning

(i) A student can be issued with a Tier 1 (first formal warning) by a Progress Mentor, Route3 Lead, Student Safety & Wellbeing Officer, Assistant Head of Department, and any member of the leadership team.

(ii) Students can be issued with a Tier 1 (first formal warning) as a result of not demonstrating any significant improvement following previous interventions and support or if there is misconduct deemed a serious concern (see below).

(iii) Examples of behaviour that may prompt issuing of a Tier 1 (first formal warning):

- persistent poor attendance, where absence is not notified or reasonably explained
- a period of unauthorised leave (see special leave policy)
- persistent poor punctuality
- continued late or non-submission of course related work/assignments
- persistently disrupting the learning of others
- moderate cases of disrespectful behaviour to other students, staff or visitors
- moderate cases of misuse of the internet/IT equipment/mobile phone
- moderate misuse of college facilities
- failure to comply with the expected student standards of behaviour
- continued failure to follow health and safety regulations (e.g smoking on campus or vaping outside of designated area)

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

(iv) There will be a meeting held with the student and the staff member issuing the Tier 1 (first formal warning). Other staff and the student's parent(s)/carer(s) may be invited to attend to support the process but this is not a requirement.

(v) The member of staff will state clearly the reasons for the meeting and confirm the possible outcomes. The student will be given time to express their views and outline any individual circumstances to be considered.

(vi) If the student fails, without good reason, to attend an arranged meeting as requested, the meeting may take place, and disciplinary decisions made in the student's absence

(vii) Possible outcomes:

- Issue a Tier 1 (first formal warning)
- issue of a caution
- in rare circumstances the outcome may be that there is no case to answer

(viii) Students and their 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.

(ix) Progress mentors, teachers and the member of staff issuing the to Tier 1 (first formal warning) will monitor the progress made by the student against associated targets/expectations.

(x) Students will remain on Tier 1 (first formal warning) unless a disciplinary review makes the decision to deescalate formal disciplinary procedures. See section 5.

## 4.3 Tier 2 - Second formal warning

(i) A student can be issued with a Tier 2 (second formal warning) by a Route3 Lead, Assistant Head of Department or any member of the leadership team.

(ii) Students can be issued with a Tier 2 (second formal warning) as a result of not demonstrating any significant improvement whilst at Tier 1 (first formal warning) and following further intervention and support. Students may also be issued with a Tier 2 (second formal warning), without a previous tier 1 (first formal warning), but only as an outcome of a review of college place meeting (see section 4.5).

(iii) There will be a meeting held with the student and the staff member issuing the Tier 2 (second formal warning). Other staff and the student's parent(s)/carer(s) may be invited to attend to support the process but this is not a requirement.

(iv) The member of staff will state clearly the reasons for the meeting and confirm the possible outcomes. The student will be given time to express their views and outline any individual circumstances to be considered.

(v) If the student fails, without good reason, to attend an arranged meeting as requested, the meeting may take place, and disciplinary decisions made in the student's absence

(vi) Possible outcomes:

- issue a Tier 2 (second formal warning)
- extension of Tier 1 (first formal warning)
- issue of a caution
- in rare circumstances the outcome may be that there is no case to answer

(vii) 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.

(viii) Progress mentors, teachers and the member of staff issuing the Tier 2 (second formal warning) will monitor the progress made by the students against associated targets/expectations.

(ix) Students issued with a Tier 2 (second formal warning) will also be formally monitored by their curriculum Head of Department and Progress Mentor during weekly monitoring meetings.

(x) Students will remain on Tier 2 (second formal warning) unless a disciplinary review makes the decision to deescalate formal disciplinary procedures. See section 5.

## 4.4 Tier 3 - Final warning

(i) A student can be issued with a Tier 3 (final warning) by any member of the leadership team.

(ii) A student can be issued with a Tier 3 (final warning) as a result of not demonstrating any significant improvement whilst at Tier 2 (second formal warning) and following further intervention and support. Students may also be issued with a Tier 3 (final warning), without a previous tier 1 (first formal warning) or tier 2 (second formal warning), but only as an outcome of a review of college place meeting (see section 4.5).

(iii) There will be a formal meeting held with the student, the member of the leadership team issuing the Tier 3 (final warning) and a second member of staff. This will be either the student's Progress Mentor, a second member of the leadership team or a relevant Assistant Head of Department. Parents/carers will be informed of the meeting and will be invited to attend.

(iv) The member of the leadership team issuing the Tier 3 (final warning) will state clearly the reasons for the meeting and confirm the possible outcomes. The student will be given time to express their views and outline any individual circumstances to be considered.

(v) If the student fails, without good reason, to attend an arranged meeting as requested, the meeting may take place, and disciplinary decisions made in the student's absence.

(vi) Possible outcomes:

- issue a Tier 3 (final warning)
- extension of Tier 2 (second formal warning)
- issue of a caution
- in rare circumstances the outcome may be that there is no case to answer

(vii) 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.



(viii) Progress mentors, teachers and the member of staff issuing the Tier 3 (final warning) will monitor the progress made by the student against associated targets/expectations.

(ix) Students at Tier 3 (final warning) will continue to be formally monitored by their curriculum Head of Department and Progress Mentor during weekly monitoring meetings

(x) Students will remain on Tier 3 (final warning) unless a disciplinary review makes the decision to deescalate formal disciplinary procedures. See section 5.

## 4.5 Tier 4 - Review of college place

(i) A student can be escalated to Tier 4 (review of college place) as a result of not demonstrating any significant improvement whilst at Tier 3 (final warning) and following further intervention and support.

(ii) Students may also progress directly to Tier 4 (review of college place) as a result of an act of alleged gross misconduct, or where the behaviour, or concern, requires greater intervention than normal escalation of the disciplinary procedures. Normal escalation of disciplinary procedures is outlined in section 4.1. Any decision to proceed directly to Tier 4 (review of college) must be made in conjunction with the College Lead for Safeguarding & Behaviour, Head of Student Services or a member of the Senior Leadership Team.

(iii) In cases of gross misconduct a student may be suspended with immediate effect for a period of normally no longer than 5 college days.

(iv) *Examples of gross misconduct:*

- bullying, intimidation, abuse, the use of violence or threats of violence in any form e.g. verbal, physical, via email etc.
- serious violation of the college's rules and expectations
- 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
- allowing a non-member of college to gain access to the premises using their own membership card
- refusal to carry out reasonable instructions of a member of staff
- in possession and/or under the influence of a controlled drug (see substance misuse policy) on the college site or on any activity associated with the college
- any possession of illegal items, including drug-related paraphernalia or weapons
- refusal to comply with a request to be searched
- a criminal offence, which may adversely affect the college's reputation
- failure to comply with the conditions of a special leave request
- Persistent failure to follow health and safety regulations (e.g smoking on campus or vaping outside of designated area)
- conduct which could threaten the health and safety of others
- an extended period of poor attendance, where absence is not notified or reasonably explained
- Prolonged or multiple periods of unauthorised leave (see special leave policy)

- refusal to attend an external exam/assessment without reasonable explanation
- non-completion of essential work that would result in a student failing their course/programme of study, without reasonable explanation

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

(v) A member of the college leadership team will be appointed as the chair of the review of college place meeting. The meeting will be attended by a disciplinary panel which will consist of the chair and a second member of staff. For example, a second member of the leadership team or Route3 Lead. Other members of staff may be invited to the meeting, as relevant.

(vi) Prior to the review of the college place meeting, students and their parent(s)/carer(s) will receive a formal invitation. The invitation will include details of the reasons for the meeting and confirmation of the possible outcomes. The student will be signposted to this policy, which is available on the college's website. If the student requests extra time to prepare their case, the meeting may be put back for a period not longer than 5 college days.

(vii) A student may only be accompanied by a parent(s)/carer(s) and/or a member of staff acting as the student's advocate. If a student wishes another representative to attend this must be approved by the senior leadership team.

(viii) If the student fails, without good reason, to attend a review of college place meeting as requested, the meeting may take place, and disciplinary decisions made in the student's absence.

(ix) At the review of college place meeting, the chair will state the reason(s) for the meeting and give a summary of the supporting evidence. The student will have the opportunity to present their case and any supporting evidence.

(x) Possible outcomes of a review of college place meeting:

- withdrawal of college place (see section 7)
- issue of/extension to Tier 3 (final warning)
- issue of/extension to any other tier of the formal disciplinary procedures
- issue of a caution
- in rare circumstances the outcome may be that there is no case to answer

(xi) The outcome of the review of college place meeting will be decided by the disciplinary panel and recorded on EMRIS. The student and parent(s)/carer(s) will be informed of the outcome in writing.

(xii) A student who is suspended from college, is waiting for a review of college place meeting to take place, or whose place at college is withdrawn as part of the college's disciplinary procedures will not be permitted to attend a college organised visit. Permission to attend a visit may also be withdrawn

(xiii) A student has the right to appeal against the outcome of a review of college place meeting. Appeals must be made in writing to the Deputy Principal within 5 working days of notification of the outcome of the review of college place meeting. See section 8.

## 5. Disciplinary reviews

(i) Progress Mentors, teachers and the member(s) of staff escalating disciplinary procedures will monitor the progress made by the student against associated targets/expectations. If a student shows sustained improvement, and/or has met the targets/expectations, then the implemented disciplinary procedure may be deescalated as an outcome of a disciplinary review.

(ii) For Tier 1 (first formal warning) and Tier 2 (second formal warning), students will also be formally monitored by their curriculum Head of Department and Progress Mentor during weekly monitoring meetings. For Tier 3 (final warning) this will be conducted by the College Lead for Safeguarding & Behaviour and Head of Student Services.

(iii) A disciplinary review can be undertaken by the student's progress mentor and a member of the college leadership team for students at Tier 1 (first formal warning) and Tier 2 (second formal warning). Students at Tier 3 (final warning) will be reviewed in conjunction with the College Lead for Safeguarding and Behaviour or Head of Student Services.

(iv) The possible outcomes of a disciplinary review:

- extension to the current tier of disciplinary procedures with revised targets/expectations and support.
- deescalation of disciplinary procedures with revised targets/expectations and support.

(v) The outcome of the review will be communicated to the student by their Progress Mentor.

(vi) Parent(s)/carer(s) will be informed of the outcome of the disciplinary review in writing.

## 6. Suspension procedure

(i) Suspensions will normally be carried out by the College Lead for Safeguarding and Behaviour or a member of the leadership team acting on their behalf.

(ii) Parent(s)/carer(s) will be informed of the suspension immediately or as soon as practicable and arrangements will be made for the student to return home safely.

(iii) A suspended student will be advised that any attempt to enter the college site during this period will be regarded as a serious breach of discipline.

(iv) The student's progress mentor, relevant heads of department, teachers, a member of the senior leadership team and Head of Estates will be informed of any student who has been suspended.

(v) During the period of suspension teachers will be required to provide work for the student to complete until the date of the review of college place meeting.

(vi) 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) along with a copy of the positive behaviour policy and disciplinary procedures.

(vii) A review of college place meeting will normally be arranged within 5 college days of the suspension, unless there are exceptional circumstances.

(viii) During a suspension a student may be permitted to attend college for any external examinations but will be required to report to reception and be supervised at all times.

## 7. Withdrawal of college place

(i) A student's college place may be withdrawn as an outcome of a Tier 4 review of college place meeting. See section 4.5.

(ii) Students and parent(s)/carer(s) will be informed, in writing, of the reason for withdrawal of college place and will be offered support and signposted to support provided from other agencies, as relevant.

(iii) The student's Progress Mentor, relevant Heads of Department, teachers, a member of the Senior Leadership Team and Head of Estates will be informed of any student who has had their place withdrawn.

(iv) A student has the right to appeal the withdrawal of their college place under the appeals procedure (see section 8)

## 8. The appeals procedure

(i) A student has the right to appeal against the withdrawal of their college place, or the outcome of a review of college place meeting. Students and parent(s)/carer(s) will be informed of this right in writing.

(ii) If a student wishes to appeal, they must do so in writing to the Deputy Principal within 5 working days of notification of the outcome, unless there are individual circumstances preventing this timescale being met such as college holidays or a religious festival.

(iii) The appeal letter must include full details of the grounds of appeal and full evidence in support of the appeal request.

(iv) Potential grounds of appeal could include that:

- new evidence has come to light that should be considered
- the sanction imposed is perceived as too severe or disproportionate
- there was perceived unfairness or bias among the original decision-makers
- college policy/procedures were not followed

(v) 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 withdrawal of their college place. If the student requests extra time to prepare their case, the hearing may be put back for a period not longer than 5 working days.

(vi) An appeal hearing will be conducted by a panel consisting of at least one member of the senior leadership team, acting as chair, and a second member of the leadership team.

(vii) A student may only be accompanied by parent(s)/carer(s) or a member of staff acting as the student's advocate at the appeal hearing. If a student wishes another representative to attend this must be approved by the senior leadership team.

(viii) 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.

(ix) During the process of an appeal a student may only be permitted to attend college for external examinations but will be required to report to reception and be supervised at all times.

## 9. Right to search

Searching appropriately can play a critical role in ensuring that student and staff welfare is protected and helps the college establish an environment where everyone is safe, can learn and thrive. A search may also play a vital role in identifying students who may benefit from early help or a referral to other support services.

(i) In line with legislation the staff at Blackpool Sixth reserve the right to search students and their possessions (eg. bags, lockers) if they have reason to believe that they are carrying offensive weapons, illegal substances, alcohol, stolen items or anything that has been, or is likely to be, used to cause injury or commit an offence. A search can be conducted with or without a student's consent.

(ii) When carrying out searches we will consider the individual needs of students with Special Educational Needs and/or disabilities (SEND) and make any reasonable adjustments that may be required.

(iii) Searches will be carried out by two members of the safeguarding team (the person doing the search and a search witness). The staff conducting the search will be competent in searching.

(iv) Before any search is undertaken consent will be sought from the student. The member of staff conducting the search will explain to the student why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

(v) If consent is refused to any aspect of the search, the student will be informed that the college has the right to carry out a search and that if they continue to choose to refuse they will be suspended pending a review of college place meeting. The Police will be informed if the member of staff considers that a search is necessary because there is a risk of harm.

(vi) When being searched, students will only be required to remove "outer clothing" such as coats, jumpers and shoes.

(vii) 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 or if a search has been refused.

(viii) If inappropriate articles are found, they will be confiscated. If these items are dangerous they will be disposed of safely by the College Lead for Safeguarding and Behaviour. Illegal items, such as controlled drugs, weapons will be reported to the police and either delivered to the police or safely disposed of safely in line with police advice.

(ix) Any search by a member of staff will be recorded in the college's safeguarding reporting system, including the date/time, who was searched, who conducted the search, the reason for searching, whether or not an item is found and any follow up action and/or support.

## 10. Use of reasonable force

(i) There are circumstances when it is appropriate for staff in college to use reasonable force to safeguard children and young people.

- The decision on whether or not to use reasonable force to control or restrain a young person is down to the professional judgement of the staff concerned and should always depend on individual circumstances.
- All members of college staff have a legal power to use force (Section 93, Education and Inspections Act 2006) and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- The senior leadership team will support staff if they use this power in the right way.
- Colleges do not require parental consent to use force on a child or young person. (Use of reasonable force, Department for Education, July 2013)

(ii) When can reasonable force be used?

- Reasonable force can be used to prevent children or young people from hurting themselves or others, from damaging property, or from causing disorder.
- In a college, force is used for two main purposes – to control children or young people or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Staff should not intervene if they may become harmed themselves.
- A member of staff deciding to use a physical intervention must always do so in the best interest of the child or young person and those around them. The amount of force used must be reasonable, proportionate and necessary - the degree of force used must be the minimum required in the circumstances for the shortest possible time.
- We acknowledge our legal duty to make reasonable adjustments for children or young people with special educational needs or disabilities (SEND).
- Some situations may be best dealt with specifically by either male or female staff, to maintain the dignity of those involved although it is recognised that this might not always be possible.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

a] Colleges can use reasonable force to:

- remove disruptive children or young people from the classroom where they have refused to follow an instruction to do so;
- prevent a child or young person behaving in a way that disrupts a college event or a college trip or visit;
- prevent a child or young person leaving the classroom where allowing them to leave would risk their safety or lead to behaviour that disrupts the behaviour of others or poses a risk to the safety of others;
- prevent a child or young person from attacking a member of staff or another student, or to stop a fight; and

- restrain a child or young person at risk of harming themselves through physical outbursts.

b] Colleges cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

## 11. Recording

(i) Accurate records of all disciplinary action, including the reasons for the action and details of targets/expectations will be recorded on EMRIS.

## Appendix 1

### The 'Vital Six' at Blackpool Sixth

As a student at Blackpool Sixth you will naturally have very high expectations. Our 'Vital Six' shared characteristics are simple and are in place to make sure everyone enjoys college, feels safe, is successful in their studies and is prepared for their future after college. We understand that we all make mistakes and perfection doesn't exist but we strive that we will be.....

<b>Reliable</b>	<ul style="list-style-type: none"><li>• Aim for 100% attendance</li><li>• Be on time or early to everything.</li><li>• Report all unavoidable absences and take personal responsibility to catch up on any missed work/learning.</li><li>• Meet deadlines for the submission of assignments, coursework and key assessments.</li></ul>
	<b>Why?</b> To maximise learning experience and increase your chances of reaching your full potential.
<b>Prepared</b>	<ul style="list-style-type: none"><li>• Take responsibility for our own learning, bringing the right equipment and being organised with your resources and time.</li><li>• Complete a minimum of 4 hours of independent work per single subject per week.</li><li>• Seek advice and guidance whenever you face a difficulty, problem or challenge, taking advantage of all of the academic, pastoral and wellbeing support available in college.</li><li>• Check emails/Google classroom at least once per day and respond appropriately and in good time.</li></ul>
	<b>Why?</b> Ensures we all demonstrate personal responsibility, taking control of our own learning and preparing for our next steps, for example employment.
<b>Dedicated</b>	<ul style="list-style-type: none"><li>• Prioritise our studies above other work.</li><li>• Limit part-time work to no more than 12 hours per week.</li><li>• Make appointments outside of college time and book all holidays outside of term time.</li><li>• Focus on our learning, making sure your own behaviour and attitude doesn't distract or disrupt the learning of others.</li></ul>
	<b>Why?</b> Means we are all able to maximise the time we have available to learn in a calm and focused environment. This will maximise our chances of success and be prepared for our next steps, for example employment.
<b>Enthusiastic</b>	<ul style="list-style-type: none"><li>• Participate fully in our learning, and actively participate in other college opportunities.</li><li>• Complete all work to the best of your ability.</li><li>• Work collaboratively with others.</li><li>• Be the best that we can be - believe you can improve and have high aspirations for your learning and future ambitions.</li></ul>
	<b>Why?</b> Ensures we build positive relationships and networks, support our peers and prepare for our next steps, for example employment.
<b>Respectful</b>	<ul style="list-style-type: none"><li>• Be kind to yourself, others and the environment.</li><li>• Be tolerant of other people's views and beliefs, using respectful and appropriate language.</li><li>• Wear clothing which does not cause offence to others. (e.g. clothes that are too revealing or display offensive/sensitive slogans or images).</li><li>• If you witness any discrimination, bullying or harassment, don't be a bystander - report it.</li></ul>



	<b>Why?</b> Ensures we all feel valued and respected as individuals and play our part in creating a sustainable environment.
<b>Responsible</b>	<ul style="list-style-type: none"> <li>• Play our part in keeping the college community safe.</li> <li>• Follow the health and safety guidance, reporting any concerns.</li> <li>• Wear your lanyard and membership card visibly at all times in and around college on campus everyone knows you are a legitimate member of the college community.</li> <li>• Promote the positive reputation of the college.</li> </ul>
	<b>Why?</b> Means we have a safe community, where we can socialise, learn new skills and be an active part of a community we can enjoy.