

Kimberley College

Student Behaviour and Disciplinary Policy



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1: Statement

Kimberley College promotes a culture of mutual respect, tolerance, and collaboration between all members of the College community. This reflects the adult-style learning environment, high-quality teaching, and individual support the College offers to enable each student to reach their potential and take the right academic pathway that will lead towards a fulfilling and successful future. Kimberley College expects all students to show the maturity, commitment and drive required to excel in this environment.

As a Trust, we focus on supporting students in positively engaging with our five stepping stones to success;

1. Attendance and Punctuality
2. Attitude to Learning in lessons
3. Homework
4. Behaviour and conduct outside of the classroom
5. Enrichment

The College uses systems to closely monitor the Stepping Stones to Success. Information gathered is used to recognise, reward and celebrate student effort and engagement, as well as putting guidance in place to support students when they have difficulties in engaging positively with the Stepping Stones to Success. Ultimately, this encourages students to take responsibility for their own behaviour, their own success and the consequences that result from their choices. As part of the community, therefore, the College expects all students to respect and comply with the values and standards set out in this policy.

Kimberley College has a zero-tolerance approach to sexual harassment and sexual violence, bullying in any form and racist and sexist behaviour and abuse, including when this behaviour takes place online. Students are encouraged and supported to report any concerns or experiences, however small they may feel they are, as soon as possible to a trusted member of staff so that appropriate and timely action can be taken, and support offered.

2: Aim

The aim of this policy is to set out the positive attitude to learning the college expects, the recognition and rewards offered to motivate students and the code of conduct necessary to enable every student to feel respected and confident in their learning environment. It also sets out what may constitute breaches of expected behaviour and outlines the procedures in place to manage improvement of behaviour and sanctions for misconduct.

3. Related policies, legislation and guidance

3.1 Related Trust Policies

Admissions Policy
Predicted Grade Policy
E-Safety and Data Security Policy
SEND Policy
Keeping Children Safe in Education
Safeguarding and Child Protection Policy
Peer on Peer Abuse Policy
Relationships and Sex Education Policy
Equality Policy
Physical Intervention and Reasonable Force Policy
Promoting British Values Policy

3.2 Relevant legislation and guidance:

Behaviour in schools, Advice for headteachers and school staff (2022)
Behaviour and Discipline in Schools (2016)
Equality Act (2010)
Keeping Children Safe in Education (2022)
Searching, screening and confiscation at school (2022)
Use of reasonable force in schools (2013)
Special Educational Needs and Disabilities Code of Practice (2015)

4. Responsibility and management

4.1 Whole-trust approach:

Student welfare and wellbeing is vital to personal happiness, development, and academic success. Kimberley provides a great deal of individual attention to each student throughout their time at the College and from the outset encourages and nurtures healthy relationships and behaviour. Kimberley College provides a comprehensive academic and pastoral support network for all students comprising of teachers, pastoral tutors, senior leaders, designated safeguarding leads and SEND (Special Educational Needs and Disabilities) support. The student leadership committee also plays a role in representing and voicing students' rights and responsibilities. This support network is designed to create open communication channels so that behavioural issues and concerns can be identified early and addressed in a timely and appropriate way. The value of positive behaviour and healthy relationships is further reinforced through the compulsory PSHCE topics in tutor sessions.

4.2 Staff:

All college staff are expected to lead by example and are given the support and training to enable them to meet their professional duties and properly support students. This includes an induction and ongoing training and dialogue on how to keep children safe in education, legal responsibilities, safeguarding, SEND and awareness of mental health issues.

4.3 Parents and Carers:

The College encourages active communication between parents/ carers and teaching staff, pastoral tutors and the senior leadership team. Parents, Carers and students are all encouraged to engage with the ClassCharts application to support a collaborative approach to monitoring engagement of expectations inside and outside of lessons.

5: Safeguarding and SEND:

5.1 Safeguarding and student welfare and wellbeing

Safeguarding is a priority at the college so any student behavioural issue or concern will always be considered from this standpoint. This enables the College to identify and manage possible concerns early, as well as unmet educational or other needs. All safeguarding concerns are dealt with in accordance with the Trust's Child Protection and Safeguarding Policy and Procedures and may involve external agencies. All staff are inducted in and regularly briefed on keeping children safe in education.

5.2 Behavioural expectations and students with SEND

Students with Special Educational Needs and Disabilities (SEND) are supported by our Designated Safeguarding Lead and SEND team. Attendance registers, inclusion grids and student support plans will indicate whether teachers should be aware of SEND. Where appropriate, the SEND and Pastoral team will liaise with and advise teachers and other members of staff on how to manage behavioural issues and offer support for students to help them cope with similar situations in the future.

The SEND and pastoral teams will determine whether a student's SEND has contributed to any misbehaviour and whether sanctions are appropriate and lawful, as set out in the Equality Act and other guidance for schools and colleges. It will not be assumed, however, that poor behaviour is attributable to a SEND; each incident will be assessed on the facts and consequences may be adapted accordingly. If any student, regardless of SEND, cannot abide by the code of conduct they may need to find alternative educational provision.

6. Student Code of Conduct and Stepping Stones to Success:

It is important to establish certain ground rules to ensure good order and to create a pleasant, respectful, and safe environment for both staff and students. Therefore, we expect students to positively engage with our **Code of Conduct (Appendix A)**, students are asked to sign this as part of the admissions process into college.

The code of conduct and expected behaviour set out in this policy shall also apply, in appropriate circumstances, to students when they are away from college premises and outside the jurisdiction of the College, for example during holidays or when offsite during lunchtimes, breaktimes and independent study times. Any student's conduct which affects the welfare of a member or members of the College community, or which could bring the College into disrepute will be treated as a discipline matter.

The college understands that everyone makes mistakes and so supports students to recognise, improve and/or rectify their behaviour if it falls short of the code of conduct or expectations linked to the Stepping Stones to Success (*Attendance & Punctuality, Attitude to Learning, Homework, Behaviour outside of the Classroom & Enrichment*). This will involve different levels of Individual Support Plans (see 8.2 for further information) which identify key targets, supportive measures and timescales to help the student improve their engagement in the Stepping Stones to Success.

Individual Support Plans may include (this list is not exhaustive)

- 1to1 meetings
- Organisational support

- Restorative conversations
- Identifying barriers
- Engaging in internal/ external support services
- Directed independent Study
- Attending subject intervention sessions
- Break/ lunch/ non-timetabled independent study time restrictions
- Withdrawal of opportunities outside of the normal college day such as sports fixtures or trips and visits.

7. Promoting engagement in the Stepping Stones to Success through praise, recognition and rewards

Kimberley College encourages and expects students to set and maintain the highest standards of behaviour, which includes full and punctual attendance, a positive attitude to learning in lessons, meeting deadlines for homework and coursework and engagement in enrichment opportunities.

7.1 Student Leadership

Students can be elected or chosen in a variety of student leadership roles including: College President, College Ambassadors, Subject Ambassadors and College Council. Successful students are expected to lead by example in the Stepping Stones to Success and support their fellow students to create an inclusive culture of respect and responsibility.

7.2 Praise, recognition, and rewards linked to the Stepping Stones to Success

Kimberley College recognises the value of praise and encouragement. Positive reinforcement helps engage and motivate students to continue to do their best and take a lead in their own achievements. Students who positively engage in the Stepping Stones for Success will be recorded on ClassCharts. Students will receive rewards such as coffee and amazon vouchers on a half termly basis for their positive engagement. In addition to this, students will be recognised in assemblies, the fortnightly student bulletin and the College newsletter.

8.0 Sanctions and consequences linked to the Stepping Stones to Success

8.1 Directed Independent Study

Directed Independent Study sessions can take place during break and lunch times and after College between 3-4pm and 3-4.30pm. The Head of College authorises all members of staff to issue Directed Independent Study sessions. These sessions do not require parental consent as long as they comply with the law; however, parents and students will be notified when a Directed Independent Study session has been allocated after college. If deemed appropriate, Directed Independent Study sessions may be issued on a weekend, on a Staff Training Day, or in the holidays. In this case the College will communicate with the student and parent/carer to make the appropriate arrangements.

Directed Independent Study sessions are informal and do not go on a student's academic record unless behaviour fails to improve.

8.2 Individual Support Plans:

Kimberley College has a graduated scale for supporting students who do not engage positively with the Stepping Stones to Success. Individual Support Plans have three stages, the student will normally enter the process at Level 1, however, if the college considers the level of concern to be more significant, the decision can be made to enter the process at Level 2 or Level 3 as appropriate.

Level 1 Individual Support Plans will involve a meeting between the student & their Pastoral Tutor to agree targets and supportive measures to help them improve their engagement in the relevant area(s) linked to the Stepping Stones to Success.

Level 2 Individual Support Plans will involve a meeting with the student, their parent/ carer, their Pastoral Tutor and the Lead Pastoral Tutor.

Level 3 Individual Support Plans will involve a meeting with the student, their parent/ carer the Lead Pastoral Tutor and a member of the Senior Leadership Team, the L3 plan is designed to give the student a final opportunity to prove their commitment to meeting College expectations linked to the Stepping Stones to Success and the Code of Conduct.

Students are usually placed upon an Individual Support Plan for a period of 6 weeks; however the period of time can be flexible depending upon circumstance. Individual Support Plans are reviewed at the end of the allocated time period, at this stage the following outcomes will occur depending upon each individual circumstance:

Level 1 Individual Support Plan:

- Targets are met so the student is removed from the plan.
- Student has engaged with the targets but is kept on the plan for an extended period as a supportive measure.
- Student has not engaged with the targets so is moved up to a Level 2 plan.

Level 2 Individual Support Plan:

- Targets are met, so student is moved down to a Level 1 plan or removed from any support plan.
- Student has engaged with targets but is kept on a Level 2 plan for an extended period as a supportive measure.
- Student has not engaged with the targets so is moved up to a Level 3 plan.

Level 3 Individual Support Plan:

- Targets are met, so student is moved down to a Level 2 plan or removed from any support plan.
- Student has engaged with the targets but is kept on the Level 3 plan for an extended period as a supportive measure.
- Student has not engaged with the targets, so a meeting is arranged with the Head of College to discuss their place at college.

8.3 Attendance:

The target attendance for students is 95%, any student whose attendance falls below 92% will be notified so that they can try to improve their attendance independently. Where a student's attendance falls below 90% a review of their individual circumstances will take place, if appropriate, students can be placed upon an Individual Support Plan at this stage.

Kimberley College recognises that some students may encounter health issues (physical or mental) that may negatively affect their ability to meet the 95% target. In such circumstances, students will be placed upon a Level 1 Individual Support Plan. Providing students in these circumstances engage with the support (internal or external) that is offered to them, their individual target attendance may be lower than 95% and they may be kept on the Level 1 plan for an extended period of time. (Longer than the usual 6 week period).

8.4 Punctuality:

Students who are late without good cause will be recorded on ClassCharts, for every three lates to lesson/ lates back after break or lunch time within a term - students will be required to attend a Directed Independent Study session for 1 hour the following week. Students who are persistently late can be placed upon an Individual Support Plan, with targets and actions agreed with their Pastoral Tutor in the first instance.

8.5 Attitude to Learning in Lessons:

Teachers will record an attitude to learning grade on ClassCharts at the end of every lesson, if a student receives two or more negative ATL's in a week or for every three negative ATL's in a term, they will be asked to attend a Directed Independent Study session for 1 ½ hours after college the following week. Students who persistently demonstrate negative attitude to learning in lessons can be placed upon an individual Support Plan with targets and actions agreed with their Pastoral Tutor in the first instance.

8.6 Students failing to meet deadlines for homework / coursework:

Students who fail to submit assigned homework, coursework or assignments by an agreed deadline will attend a 15minute Directed Independent Study session on the day of submission with the class teacher. For every three non-submissions within a term, students will be required to attend a Directed Independent Study session for 1 hour the following week after college. Students who persistently fail to meet deadlines can be placed on an Individual Support Plan, with targets and actions agreed with their Pastoral Tutor in the first instance.

8.7 Low level behaviour outside of the classroom:

The following are examples of low-level negative behaviours outside of the classroom (*The list is not exhaustive*):

- Failure to wear the College lanyard – the lanyard is required for safeguarding purposes.
- Using the College Lifts without a lift pass
- Not respecting the college environment (eg dropping litter)
- Not being respectful whilst using the independent study and social areas around college.
- Non-adhering to the College Dress Code (see below for more information)

Dress Code: Kimberley College encourages students to be confident and independent, so they are well prepared for the next stages of their academic and professional lives. The College dress code is “smart/ causal”. We ask students to consider if what they are wearing is appropriate for a ‘professional environment’. Should the Trust decide that a student is not adhering to this code, staff have the right to ask the student to address this either immediately on the day or moving forward. The College has deemed the following attire as not appropriate:

- Inappropriate footwear (eg sliders / flip flops)
- Revealing clothing (eg showing too much of the top or bottom half of the body)
- Caps/ hats on indoors
- Hoods up indoors
- Items that could cause offence to others (eg offensive language)

Each of the above negative behaviours will be recorded on ClassCharts, for every three negative ‘out of class’ behaviours in a term, students will be asked to attend a Directed Independent Study session for 1 ½ hours after College the following week. Students who persistently demonstrate negative behaviour outside of the classroom may be placed on an individual Support Plan with targets and actions agreed with their Pastoral Tutor in the first instance.

9.0 Stand-alone Disciplinary Concerns:

Kimberley College has a graduated scale for dealing with any standalone disciplinary concerns:

Level 1: Minor Stand-alone breaches

Level 2: Significant stand-alone breaches.

Level 3: Serious stand-alone breaches.

Depending on the nature and severity of standalone breaches the college will conduct a full investigation and use its discretion in deciding upon the most appropriate consequence, sanction or supportive measure. At all meetings to review behaviour the student will be given the opportunity to defend themselves and state their reasons for their behaviour.

9.1 Minor Stand-alone breaches:

Stand-alone breaches that are deemed 'Minor', include, but are not limited to, the following:

- Rudeness to staff, students or other members of the college community.
- Minor behaviour that has a negative effect on the college community.
- Truancy from lessons.
- Smoking or vaping on the college premises.
- Low-level defiance
- Failure to comply with the expectations for bringing a vehicle onsite.

9.2 Significant Stand-alone breaches:

Stand-alone breaches that are deemed 'Significant', include, but are not limited to, the following:

- Plagiarism – plagiarism is forbidden and is illegal if published. Students who plagiarise homework will receive a formal warning and may face further disciplinary sanctions.
- Exam malpractice in relation to any examination or assessment, including mock and controlled assessments, coursework, practical and/or official examinations; actual or attempted possession and sharing of (in whatever format or fashion) unauthorised confidential information about an assessment or examination.
- Behaviour, whether on or off the college premises, that tarnishes or brings into disrepute the reputation of the college.
- Unsafe use of a vehicle on the college premises.
- Intentional damage / vandalism
- Significant defiance

9.3 Serious Stand-alone breaches:

Stand-alone breaches that are deemed 'Serious', many of which constitute illegal behaviour and may lead to formal suspensions and/or permanent exclusion include, but are not limited to, the following:

- Theft, vandalism and damage to property which may result in damages being applied.
- Gross insubordination, serious acts of verbal and physical aggression and any misconduct that jeopardises the welfare and safety of any member of the Kimberley College community including the student themselves.
- Intentionally setting off the fire alarm.
- Physical assault against any member of the Kimberley College or wider community whilst in or representing the college.
- Bullying, (including cyberbullying), blackmail, intimidation, threatening behaviour and inciting others to violence and other such misconduct.
- Sexual misconduct: sexual violence (rape, assault by penetration, sexual assault) and sexual harassment (unwanted conduct of a sexual nature including sexual comments, jokes/taunting, touching or other physical behaviour and online sexual comments/messages and sharing of nude or semi-nude images and/or videos, or explicit content).
- Racist, sexist, homophobic abuse or discriminatory behaviour.
- Abuse relating to disability, sexual orientation, religion and/or other protected characteristics under the Equality Act 2010.
- Serious breaches of the Acceptable Use of ICT Policy including computer hacking, inappropriate use of social media or online technology.

- Possession/supply/use of illegal drugs, solvents or their paraphernalia or substances intended to resemble them as well as unacceptable behaviour resulting from the misuse of drugs, solvents, alcohol and any other substances.
- Possession/supply/use of unauthorised firearms or weapons, including knives, and replicas.
- Possession/distribution of obscene material in any form.
- Malicious allegations against other members of the Kimberley College Community, including online.
- Persistently poor behaviour and attitudes that conflict with the College's ethos, including casual racism, sexism and similarly offensive behaviour.

10.0 Managing stand-alone breaches:

10.1 Managing L1 stand-alone breaches.

Depending upon the incident, L1 Stand-alone breaches may require a meeting with the student and Pastoral Tutor whereby a verbal warning may be sufficient. However, the majority of L1 breaches will require a formal disciplinary meeting with the student, the Pastoral Tutor and a senior member of staff such as the Lead Pastoral Tutor a Middle Leader or a Senior Leader. Depending upon the nature of the incident Parents/ Carers may or may not be involved at this stage.

10.2 Managing L2 stand-alone breaches:

L2 Stand-alone breaches will require a formal disciplinary meeting with the student, a senior member of staff such as the Lead Pastoral Tutor, a Middle Leader or a member of the Senior Leadership Team and a parent/ carer.

The member of staff will set out the reasons for concern and allow the student to respond and explain their behaviour. Typically, a date will be set to review behaviour improvement with a summary of the meeting communicated to all parties. Failure to comply with improvements agreed at the meeting will lead to a subsequent meeting where the student may receive a formal (fixed period) suspension. Such a suspension must always be authorised by the Deputy Head of College or Head of College.

10.2 Managing Level 3 stand-alone breaches.

Level 3 breaches that involve actual or threat of serious harm or risk to others or themselves and sexual violence, will be referred to Child Social Care (CSC) and/or the police in line with the College's Child Protection and Safeguarding Policy and Procedures. Students will be neutrally suspended during any criminal investigations and/or investigations into serious misconduct until a formal outcome is reached. The College may consider permanent exclusion regardless of the outcome of CSC and/or police investigations.

Level 3 breaches include escalated and unresolved Level 1 and 2 breaches and serious misconduct.

Breaches at this level will be investigated by a member of the Senior Leadership Team and reviewed by the Deputy Head of College or Deputy Head Inclusion and Diversity. Students may be neutrally suspended during this investigation period with the prospect of permanent exclusion.

The disciplinary investigation procedure and appeals process is set out in **Appendix B**.

10.3 Disciplinary outcomes for Stand-alone Breaches:

10.3.1 Onsite Restrictions:

Students may be limited to restrictions during Break/ lunch/ non-timetabled independent study time.

10.3.2 Withdrawal of opportunities:

Students may be restricted from taking part in opportunities outside of the normal college day such as sports fixtures or trips and visits.

10.3.3 Change of class or removal from class:

Students may be changed to a different class or removed from class (if a change of class is not possible) for serious disruption or misbehaviour and/or when they or others may be put at risk by their behaviour and/or actions.

10.3.4 Suspension:

If a student is formally suspended their parents/ carers will be informed by telephone or email detailing the circumstances of the suspension and conditions of re-entry to the college. Formal suspension can only be issued following consultation with a member of the Senior Leadership Team. Formal suspensions will be recorded and held on the student's academic record.

Suspensions can vary in duration – from one morning/ afternoon to two weeks, for example; but not exceeding more than 45 college days in any one academic year – depending on the nature and severity of the misconduct. Formal suspensions may precede a permanent exclusion if behaviour does not improve after the period of reflection and redress.

10.4.5 Permanent exclusion:

Exclusion is usually the very last resort for sanctions and not a decision the Head of College will take lightly. However, for very serious, harmful or persistent misconduct students may be permanently excluded from the College.

Permanent exclusion would typically occur following a disciplinary investigation and meeting with the student and their parents and/or guardians. However, there are exceptional circumstances where the Head of College may decide to permanently exclude a student for a 'one-off' offence including, but not limited to, serious physical assault, gross insubordination, possession of illegal substances or weapons, and action that seriously compromises the safety of any other member of the Kimberley College community.

11.0 Progression from Year 12 to Year 13

All 16-19 students are enrolled at the Kimberley Sixth Form College to follow a full-time advanced level or BTEC Study Programme and follow the equivalence of 3 subjects unless taking Further mathematics or an accredited elective subject.

11.01 Aim:

Our aim is to support progression to Year 13 on an appropriate study programme by offering guidance to all students before and after the assessment in the summer term of Year 12. This is to enable students and parents to review their Year 13 Study Programme in the light of their results and progression plans. Occasionally a student may demonstrate through ongoing internal assessments that they have made very little progress on a course though consistently achieving U or E grades. This can happen for a number of reasons:

- I. Either a student fails to demonstrate a commitment to their learning either through persistent lack of effort and/or poor attendance.
- II. Poor attendance through ill health or other extenuating circumstances.
- III. Sometimes we see a student, despite reasonable levels of effort, failing to make progress, and this can sometimes just be because it was the wrong choice of subjects.

In these situations, senior college leaders may not recommend progression into year 13, because in our experience, this progression is not going to lead to the outcomes for students that match

their future plans. In this situation we will invite the student and their parent/carer into discuss alternative options. For students where behaviour and attitude to learning are not the issue, these options could include starting one or more new A levels in year 12. Government funding rules mean that students cannot retake the same A levels in year 12 unless there are exceptional circumstances.

11.02 Progression:

Students have a right to continue on all courses as linear two-year courses if they have met all expected standards linking to the stepping stones to success in year 12, specifically those relating to attendance and attitude to learning (ATL). Students not meeting these standards in year 12 will not be entitled to progress in to year 13. Parents/Carers will have been made aware of any concerns regarding progression well before the end of year 12. Following the Year 12 assessments in summer term senior leaders will review the following criteria to determine if students will be given permission to progress in to Year 13.

11.02.01 Attendance

The student has not demonstrated a minimum 90% attendance and punctuality to lessons and tutor time/PSCHE during their first year at the college (including authorised absence).

11.02.02 Attitude to Learning (ATL)

The student has not demonstrated at least good effort during their first year at sixth form, including completing set tasks and assessments in each subject satisfactorily - this is aggregated through attitude to Learning scores on ClassCharts throughout the year. Students at risk will have been notified of the risk by their Pastoral Tutor. Students must have an average ATL of 3.00 for the year to be eligible to progress in to year 13.

11.02.03 Student attainment U on Summer grade sheet

The student has is forecast a U grade in **attainment** on the summer grade sheet in one or more of their subjects. Where a student's attainment grade is sitting at E as students' progression will be reviewed in context of all other information.

11.02.04 BTEC assignment.

The student has not gained a pass in the internal coursework units for their year BTEC subject/s.

11.02.05 Student progress against expected progress

The student is three grades below their target grade in one or more of their subjects.

11.03 Support for learners identified above

Kimberley College will offer a range of support to best meet the needs of the individual, such as extra study support sessions, academic mentoring and guidance on access arrangements etc. Such students will be monitored closely by their teachers, alongside their tutor and interventions will individualised and specific to the students' needs and conscious not to unfairly disadvantage or discriminate against learners.

11.04 Implications for learners upon review of progression

The progression criteria are reviewed in the summer term with an agreed action plan implemented to support learners. On the rare occasion where a student is not meeting progression criteria, they will need to attend an appointment with a member of the college or trust senior leadership team to determine the most appropriate action, this may include;

- 11.04.01** A requirement to undertake resit assessment in summer or year 12
- 11.04.02** A requirement to attend supervised study support. This will be placed upon a student's timetable in September or Year. Students must attend these sessions up to the Autumn mock series of assessments when progress will be reviewed
- 11.04.03** A revision of s student curriculum with a member of the college leadership team
- 11.04.04** A repeat of year 12 on different subjects (unless there are exceptional circumstances)
- 11.04.05** Removal of a place at Kimberley College. In this case students will be supported in seeking an alternate pathway

12.0 Searching and confiscation.

Given Kimberley College students' overall good conduct and the generally excellent relationships between staff and students, searching students is rare. There are occasions however when this may be necessary. Searching may be required to find stolen property or illegal or other items that are prohibited. Searches will always be carried out with the student's consent unless there are exceptional circumstances where not doing so may lead to risk of harm to the student or others, damage to property or causing disorder. Confiscation may also be used as a disciplinary penalty. Staff may confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.

The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Please refer to **Appendix C**: Grounds and procedures for searching and confiscation; reasonable use of force.

12. Records

All suspensions and exclusions are recorded in the Student Database, with the name of the student concerned, the reason for the sanction and the name of the person administering the sanction.

Authorised by:	<i>The Head of College</i>
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