

Grange Community College Further Education Student Conduct Policy



1. Introductory Statement

The maintenance and development of an inclusive learning community is greatly facilitated by a Student Conduct Policy. This policy fosters relationships between staff and students characterised by mutual courtesy, respect and fairness in all aspects of college life.

2. Scope

This policy applies to all students attending full or part-time courses at Grange Community College within the further education sector.

3. Relationship to School's Mission Statement

The Student Conduct Policy seeks to achieve a safe, healthy learning environment that nurtures self-discipline and encourages students to take responsibility for their own learning. To this end some key principles apply:

- to promote an atmosphere which encourages self-esteem, honesty, justice and respect for others.
- to achieve a safe, healthy learning environment that nurtures self-discipline and encourages students to take responsibility for their own learning.
- to help the members of the College community to work together in partners in learning.
- to promote high expectations of student behaviour and to encourage students to take responsibility for their own behaviour.
- to maintain class morale and performance
- to protect the rights of compliant students who are motivated to succeed.
- to prepare students for the workplace by encouraging appropriate behaviour in all aspects of College life

Students are expected to

- Behave in a respectful manner towards teachers and other staff members of Grange Community College.
- Follow classroom rules and carry out the reasonable instructions of their teachers.
- Respect all property of Grange Community College.
- Behave responsibly at all times and not engage in any activity that would interfere with the learning opportunity of their fellow students.
- Respect the religious beliefs and cultural differences of other students.

4. Ladder of Referral

a) Informal Stage

It is normal practice for minor day-to-day issues to be dealt with between the

teacher and the student through clear communication and clearly stated expectations. If a more focused discussion is required, it would be normal practice for the teacher to take the student aside and have a private word in an effort to clarify the situation. The student's point of view will be listened to and taken into account.

b) Formal Stages

In some cases it may be necessary to place the matter on a more formal basis. The stages in this process are outline in Stages 1 – 4 outlined below in the ladder of referral.

c) Serious Breaches of the Code of Student Behaviour

Serious breaches of the Code of Student Behaviour are referred immediately to the Deputy Principal/Further Education Co-ordinator, i.e. they skip Stages 1 and 2 and are dealt with under Stage 3 and if necessary Stage 4, of the process.

Stage 1: Teacher

In the event of persistent disruption to the teaching and learning of the class group, the teacher should issue a formal verbal warning to the student and record the issue in their teacher diary prior to completing a referral form.

The student should be advised that this warning will be recorded on his/her file and will be taken into account in any further breaches.

Stage 2: Link Teacher

If there are recurrences, and the teacher considers it appropriate, the matter referred to the Link Teacher. This referral should be in writing and should include an account of the relevant incidents to date.

Upon receipt of this referral, the Link Teacher may decide to discuss it with the teacher and the student. Consultation may be sufficient to produce a resolution. If considered necessary, the link teacher may impose an appropriate sanction such as: requiring the student to write a letter of apology or give a written undertaking of good behaviour.

If deemed appropriate, the Link Teacher may issue a formal written warning and place it on the student's file. The student should be advised that this sanction will be recorded on his/her file and will be taken into account in any further breaches

The Further Education Co-ordinator is to be advised of the sanction.

Stage 3: Further Education Co-ordinator/Course Co-ordinator

In the event that a student's misbehaviour is persistent, despite receiving a number of sanctions, the matter is referred in writing to the Further/Course Co-ordinator. The Further/Course Co-ordinator invites the student to a meeting with the Course

Co-ordinator/link teacher. The student is to be advised that he/she can be accompanied to the meeting if he/she chooses.

The Further Education Co-ordinator is to be advised of the sanction.

In the event that it is deemed that a satisfactory explanation has not been given and an assurance of cooperation into the future is not forthcoming, the Further Education Co-ordinator may recommend a sanction to the Deputy Principal/Principal.

Stage 4: Principal/Deputy Principal

Following a written referral from the Further Education Co-ordinator the matter will be discussed and the Principal/Deputy Principal will make a decision on the appropriate sanction to impose.

Such a sanction may include either suspension or the initiation of exclusion proceedings in line with DDLETB policy and relevant legislation.

The student is advised of this decision in writing.

In the event of exclusion proceedings being initiated, the Board of Management must be informed.

5. Appeals

In the event that a student feels that he/she has been unfairly treated he/she may appeal the decision and/or action within 5 working days of the sanction letter to the appropriate staff member at the next stage in the process.

6. Links to other Policies

Admissions Policy

Induction Policy

Acceptable Usage Policy

7. Monitoring Review and Evaluation

Under the direction of the Principal this policy will be monitored. It will be reviewed in two years or sooner if required by Staff Council, Board of Management or other relevant body.

8. Ratification and Communication

After ratification, this policy will be made available to all staff. It will be published on the school website.

Signed: _____ Date: _____
Chairperson, Board of Management

Review Date: _____