

Disciplinary Policy & Procedure

Emil Dale School of Performing Arts (EDSA) & Emil Dale Academy (EDA)*** sets out clear Disciplinary procedures for students in the event of a behavioural incident/s.

****In this procedure, the abbreviation of EDA will be used to cover all business streams*

EDA is very proud of the behaviour and discipline of our students, and we know for the vast majority of students they will thrive and develop in their training, socially and academically without incident.



1. Aims

EDA is a learning and training environment, and as such the disciplinary procedures will always try to find ways to teach and educate students to learn positive and commendable behaviours, and reflect on previous actions to ensure future incidences do not occur. EDA will only permanently exclude students in the most serious of consequences, as outlined below.

Students are expected to adhere to the requirements of this policy and “Be Ready to Train” when attending EDA. Students are expected to follow the code of conduct as a student of EDA.

The aims of this policy are to outline when disciplinary measures must be used, and the procedure herein determines how behavioural incidents will be managed.

2. Scope

This policy is applicable to all students of Emil Dale Academy’s vocational training courses including the Sixth Form and Higher Education Courses, and it’s weekend school training.

3. Policy

EDA wants to ensure that students receive the best possible training in Musical Theatre, and that they get the most out of their training without disruption. However, we recognise that there are times when students behaviour, attitude or circumstances require further discussion and that issues which may arise must be dealt with appropriately.

No student should intentionally commit or participate in the commission of any act which:

- is unlawful
- constitutes disorderly conduct causing nuisance or distress
- constitutes disorderly conduct whose effect is to bring the Academy into disrepute; or
- constitutes harassment as defined by the EDA’s Bullying and Harassment Policy and IT Acceptable Usage Policy.
- is detrimental to the EDA’s obligations under its policies or requirements
- has the effect of preventing, hindering or disrupting students of EDA in their academic pursuits
- has the effect of preventing, hindering or disrupting staff or officers of EDA in the discharge of their duties or academic pursuits
- has the effect of preventing, hindering or disrupting visitors to EDA from carrying out their lawful business
- has the effect of preventing, hindering or improperly disrupting students or staff or officers of EDA or any visiting speakers in the exercise of their right lawfully to express any point of view or opinion or lawfully to meet or assemble
- results in damage or loss to funds and/or property of EDA or its students, staff officers or visitors
- results in damage to the person of students or officers of, or visitors to, EDA.

No student shall:

- behave in a threatening, intimidating or abusive manner to any other student, or staff or officer of, or visitor to, the Academy
- refuse to comply with a reasonable request made by a member of staff or officer of the Academy in the performance of their duty
- refuse to provide Academy identification when reasonably requested to do so by a member of staff or officer of the Academy in the performance of their duty in their place of work within the Academy premises
- dishonestly misappropriate any funds, property, goods or services of the Academy or of its students, or staff, or officers or visitors
- dishonestly misuse an Academy identity, entry keypad or access card
- interfere with, misuse, or remove without authorisation any Academy equipment

- use or occupy any premises or other property of the Academy except as may be expressly or by implication authorised by the Academy authorities concerned
- breach any order or condition made by the Principal or his/her nominee relating to the exclusion of a student
- intentionally or recklessly misuse, tamper, or interfere with any firefighting equipment, fire prevention equipment, fire doors, fire detection equipment, fire alarm activation points, fire signs
- intentionally or recklessly misuse any equipment provided by the Academy in the interests of health, safety or welfare in pursuance of the Health and Safety at Work Act or of any relevant statutory provisions relating to health and safety

Statement to Media - No student may make statements to the press, radio, television or social media on behalf of the Academy without the prior permission of the Principal. Disciplinary action shall be taken against any student who purports to speak on behalf of the Academy without such permission. This is without prejudice to the right of students to make statements on their own behalf.

Students shall be responsible for the behaviour and any consequences thereof of any person not a student or staff member or officer of the Academy whom they have invited into or given access to Academy property, services or facilities.

A student shall exercise reasonable care for:

- his/ her/ their personal safety
- the safety of other persons who may be affected by his or her acts or omissions
- for the safety of the property of the Academy and of its students, staff, officers and visitors.

EDA reserves the right to discontinue a student's training at any time throughout the year due to bad attitude, poor commitment, late fee payments, continual lack of organisation/preparation for classes and assessments or any breach of the terms and conditions of this policy.

All students will be reviewed within the first 6 weeks of the academic year; this period will be a probationary period whereby EDA can dismiss a student from the course during this period without following the warnings procedure. Following the initial 6-week probationary period, the following expectations and disciplinary procedures will apply.

EDA is not obliged to inform or advise other students on the consequences of behavioural incidents of other students.

3a. When does this policy apply?

This policy applies to all conduct at EDA and also to conduct outside of EDA that is related to EDA (e.g. at social events arranged by EDA) or which may impact on EDA's reputation (e.g. the expression of views on social media, contrary to the commitments expressed in this policy, that could be linked to EDA).

EDA cannot regulate or be held accountable for views shared on social media or communicated by students or staff when they are done so on personal accounts not related to EDA other than the fact that they are a student or staff member of EDA. This includes any messages, statements or communications in groups not specifically set up and monitored by EDA.

EDA cannot reasonably regulate or discipline students where incidences of discrimination occur outside of college hours or during school holidays where the only link to EDA is the fact that the people involved are EDA students/ stakeholders.

This policy must be read in conjunction with the Disciplinary & Behavior Policy, the Harassment, Bullying & Cyber Bullying Policy and the Complaints Procedure.

For recruitment and admissions purposes, this policy must be read alongside EDA's Recruitment Policy and EDA's Admissions Policy.

4. Procedure

BEING 'READY TO TRAIN'

There is an expectation of students to be 'Ready to Train' at EDA, and as such there are a set of positive behaviours that are expected and outlined in the table below. The table also lists the negative behaviours and therefore when Consequences to behavioural incidents are invoked:

Positive behaviour	How demonstrated	Why is this expected	Negative behaviour Examples
Arriving on time to EDA and attending lessons on time.	Sign in no later than 8.15am (or 15 minutes before the start of the first class). Be in the studio/ classroom ready to work at least 1 minute before the lesson is due to start.	Maximises learning potential. Maximises time to warm up and prevent injury. Important discipline for the industry. Life skill!	Arriving after sign in time. Arriving after a lesson has started (unless agreed or excused beforehand).
Having the correct uniform/ equipment for training and learning.	<i>Prepare at least the night before college.</i> Correct uniform for each lesson as detailed by the kit list. Correct equipment for each class (that has been prepared fully before the class) <i>e.g sheet music properly taped for singing lessons or Acting Through Song.</i> Completed and prepared work as requested by tutors <i>e.g. monologues or scripts learned if that is what has been requested.</i>	To prevent anxiety about class attendance if not fully prepared. If not ready, could lead to loss of training time and both staff and student demotivation. Important discipline for the industry. Life skill!	Not having basic uniform or equipment. Not being prepared for lessons and therefore potentially wasting time/ money.
Hard work and supporting each other.	Work hard in all classes, even when it is difficult. Try your best at all times. Be resilient and not afraid to make mistakes. Be present and do not comment facially or verbally in class. Respect other students	The quality of work you put in to a class will lead to the quality of work that you get out. Not everything is easy; this is the place to learn and improve. Supporting each other leads to a positive and uplifting environment.	Leaning against walls/ ballet barres/ slouching in class. Not working quietly when asked to. Disrupting other students. Not thanking teachers. Mocking or humiliating

	<p>who may need more time to learn tasks and support peers.</p> <p>Contribute in class.</p> <p>Praise other students who are doing well, and support those who are struggling.</p> <p>Ask for help when it is needed.</p> <p>Thank teachers at the end of every class.</p> <p>Catch up on work missed if unable to attend a lesson.</p>	<p>Respect is expected in the industry from every contributor.</p> <p>Good professional practice to ask for help, thank people and to catch up on anything missed.</p>	<p>other students.</p> <p>Not supporting students when they are finding things difficult.</p> <p>Not praising and recognising good work from both yourself and your peers.</p> <p>Not catching up on work missed.</p> <p>Not communicating with staff about your personal circumstances.</p>
Behaving in a calm and orderly way.	<p>Walking around the EDA buildings, and to and from each building.</p> <p>Being quiet and prepared to work at the start of each class.</p> <p>Speaking at appropriate volumes - Not shouting/ screaming/ singing when moving between classes and thus not disturbing other classes or neighbours.</p> <p>Respecting neighbours especially when passing by their vehicles or buildings.</p> <p>Holding doors open for others.</p> <p>Follow one way systems.</p>	<p>Allows for better focus.</p> <p>Does not upset neighbours or other stakeholders at EDA.</p> <p>Allows for better movement between buildings.</p> <p>Politeness and manners lead to a happier and more pleasant environment.</p> <p>Allows everyone to feel safe.</p>	<p>Shouting loudly, screaming or singing and thus disturbing neighbours who are working, or disturbing classes still in motion.</p> <p>Passing by neighbours cars and causing scratches or dents.</p> <p>Causing injury to oneself or others because you aren't being careful and considerate when moving around buildings.</p> <p>Ignoring others within the EDA community and as such making people feel isolated (for example, not holding the door open).</p>
Listening in class and respecting instructions given.	<p>Respond to instructions given by a teacher.</p> <p>Raise hand if help is needed.</p> <p>Not interrupting a teacher, or undermining a</p>	<p>Professional practice and discipline.</p> <p>Facilitates a safer and calmer environment.</p> <p>Facilitates a supportive environment.</p>	<p>Talking out of turn.</p> <p>Non-verbal communication with others (i.e. eye rolling or gestures).</p> <p>Calling out.</p>

	<p>teacher's instructions.</p> <p>Respect the right of other students to be heard.</p> <p>Respond immediately if "Stop" signal is issued.</p>	Ensures health and safety.	Not following instructions which is both disrespectful and could lead to health and safety incidents or isolation of other students.
Being courteous to all staff and visitors.	<p>Always being polite to all staff, regardless of whether they are the teacher, cleaner, Principal, Head of Department, administration, cafe or any other staff member.</p> <p>Always being polite to people such as smiling, holding doors open, even saying "hello" or "how are you" to visitors (you never know who they are!)</p> <p>Speaking clearly and positively.</p> <p>Help staff willingly if they ask for it.</p>	<p>Positive communications between staff and students are essential for development and learning.</p> <p>Everyone should be treated with respect.</p> <p>Rudeness and defiance leads to negativity, bad atmosphere and can be isolating for other students.</p>	<p>Refusing to do what you are told by a member of staff.</p> <p>Refusing to participate.</p> <p>Openly challenging a member of staff's instructions.</p> <p>Cheeky or rude comments made to staff.</p> <p>Supporting poor behaviour of another student.</p> <p>Ignoring or not being polite to visitors.</p>
Being courteous to peers and other students.	<p>Speak respectfully to each other.</p> <p>Respect other people's personal space and property.</p> <p>Be respectful of diversity.</p> <p>Recognise when someone needs help.</p> <p>Be respectful and kind to peers when not in class, but in changing rooms/ breakout areas also.</p>	<p>All students should feel safe and in an environment where they are comfortable learning and being.</p> <p>Everyone has the right to be treated with respect.</p> <p>Seeing and hearing loud, rude, loutish or intimidating behaviour can cause some students to not want to come to college.</p>	<p>Use of inappropriate language.</p> <p>Unkind comments about other students or their work.</p> <p>Refusing to work with other students.</p> <p>Unwanted physical contact with other students.</p> <p>Causing damage to another student's property.</p> <p>Being disrespectful and nasty to students in changing rooms or during breaks.</p>
Using online forums and chats respectfully.	Not "picking on", tagging or humiliating other students in online chats or forums.	No student should ever feel isolated, alienated or bullied, whether face to face or online.	<p>Tagging someone in a chat to make nasty comments.</p> <p>Submissively talking about</p>

	<p>Being respectful of what other people have to say, even if you don't agree.</p> <p>Not targeting students in online forums/ chats. This includes "submissive" conversations where the student may not be tagged but it is clearly about them.</p>	<p>EDA should always be an environment where students feel safe and supported by their peers.</p>	<p>someone in online chats.</p> <p>Commenting or being argumentative because you don't agree.</p>
<p>Treating the college building/ studios, resources and environment with respect.</p>	<p>Report any damages or vandalism to the office.</p> <p>Pick up litter and keep the building neat and tidy.</p> <p>Look after equipment and respect company property.</p> <p>Report on toilet blockages, spillages and so on.</p> <p>Report immediately on any issues that could be health and safety concerns.</p>	<p>We all have a responsibility to care for our environment.</p> <p>A clean and well-kept college is a more pleasant and welcoming training environment.</p>	<p>Littering.</p> <p>Eating outside of designated areas.</p> <p>Damaging property.</p> <p>Abusing facilities.</p>
<p>Achieving the best possible grades and always striving to improve in training and academically</p>	<p>Always handing in work on time.</p> <p>Seeking help with work if needed, but taking responsibility for own work.</p> <p>Obtaining the best grades possible that are achievable for you as an individual.</p> <p>Always being prepared and ready to learn.</p>	<p>To ensure students time and money is used to its maximum potential.</p> <p>To ensure students are progressing and making the most out of their course.</p>	<p>Not handing in work on time or being prepared for assessments/ classes.</p> <p>Not doing work outside of class.</p> <p>Continually not achieving pass marks in assessments due to lack of effort/ understanding.</p> <p>Not participating fully in classes.</p>

*Note - there may be other behavioural expectations that will be reviewed and added to this chart as/when required

MANAGING BEHAVIOUR

If a student has not met the 'Ready to Train' expectations, then their offences will be recorded and scaled according to the consequences to behavioural incidences below.

An accumulation of consequences, leads to an accumulation of points.

Once a student has reached each level, they add that level of points to their total (example below).

The more points that are recorded under one student, the severity of the consequences are increased.

If the student is on a 2 or 3 year course, the behaviour points continue from year to year.

Level	Consequence	Accumulated score to reach this bracket	Behaviour points value added when reached this bracket	Recorded
0	Reminder <i>*Teachers will remind students of rules/ regulations. The teachers will individually record this. If multiple recordings of reminders are given to the same student, the consequence level may be increased at the discretion of senior management</i>	0	0	Recorded internally
1	Removal from class <i>*This may be for the entire day or just from one lesson</i>	1	1	Recorded internally
2	Warning 1 - Verbal <i>*Given to student only</i>	2	5	Recorded internally
3	Warning 2 - Written letter <i>*Copy given to the student and sent to the parent.</i>	8	10	Can be publicly recorded
4	Warning 3 - Written letter and exclusion from social events and/ or participation in public performances <i>*Copy given to the student and sent to the parent.</i>	19	15	Can be publicly recorded
5	Warning 4 - Fixed term external exclusion <i>*Time to be determined by senior management; Confirmation given verbally and in writing to the student and the parent/ guardian</i>	30	20	Can be publicly recorded
6	Permanent Exclusion <i>* Confirmation given verbally and in writing to the student and the parent/ guardian</i>	51	25	Publicly recorded

Please note, we adhere to Dr Bill Rogers' principle that it is the certainty of the consequence, rather than its severity that encourages students to make correct choices.

EXAMPLE OF POINTS ACCUMULATION:

- 1st offence = 0 points
- 2nd offence = 1 point
- 3rd offence = another 1 point - student now has 2 points which means they have gone up to the next offence bracket (warning 1 - verbal), immediately adding 5 to their total (total points is now 7).

- *4th offence = another 1 point - student now has 8 points which means they have gone up to the next offence bracket (warning 2 - written letter), immediately adding 10 to their total (total points is now 18).*
- *5th offence = another 1 point which gives the student 19 points. They now have gone up to the next offence bracket (warning 3 - Written letter and exclusion from social events and/ or participation in public performances) immediately adding 10 to their total (total points is now 29).*
- *6th offence = another 1 point which gives the student 30 points. They now have gone up to the next offence bracket (Warning 4 - Fixed term external exclusion), immediately adding 20 to their total (total points is now 50).*
- *7th offence = another 1 point which gives the student 51 points. They now reached the highest level of offences which means they face permanent exclusion.*

Recorded internally means this is tracked on our internal systems but would not be discussed in references or in feedback.

Can be publicly recorded means that, at the discretion of senior management, this could be discussed in references or in feedback.

Publicly recorded means that if a reference was requested or feedback about a student was sought, this would be included in the communication.

A combination of consequences can also be issued to students (for example, a student could receive a level 5 consequence, but also be removed from social events or participation in performances).

STAFF MEMBER RESPONSIBILITIES/ GUIDELINES FOR STAFF

Where instances of negative behaviour occur that go against the 'Ready to Train' chart, we must communicate to students how they have not met an expectation, the impact of their choice and support them in not making the same choice again.

We will do this by reminding students of our well-communicated expectations and describing their behaviour to them.

We must also be aware of how our behaviour is a model to students of how to behave. Accordingly, we will model positive relationships in the way that we communicate with students, greeting them around the school site and talking to them about their learning, extra-curricular pursuits and life outside of school.

Where students' behaviour does not meet our expectations, we may speak to students firmly, but we will not humiliate or seek to scare them.

We will demonstrate that when something goes wrong, we accept the consequences and we move on, by treating all students equally in class and not publically referring back to previous behaviour incidents in lessons.

Reminder for students

All students are given the 'benefit of doubt' for one incident where their behaviour does not meet the 'Ready to Train' expectations. We would prefer students to be in class rather than outside of it, so as long as it is deemed safe to participate in the class, they will be allowed to continue with a reminder given.

The indiscretion **MUST** be recorded by the office in the purple book. It is a teacher's responsibility to ensure that this is recorded properly.

Removal from class

If a student is barred from your class for their second indiscretion that goes against the principles of the 'Ready to Train' chart, then you must send them to the reception of either building and notify reception to expect them via the faculty page or by calling. They must explain why they have been removed from the class. The indiscretion **MUST** be recorded by the office in the purple book. It is a teacher's responsibility to ensure that this is recorded properly.

This will be followed up by senior management, who will subsequently track any Behavioural points per student and proceed with the Consequence table escalation as required.

Fixed Term external exclusion

Fixed Term External Exclusions will be issued as a result of serious behaviour incidents or as a result of a graduation from a Level 3 to Level 4 consequence.

The Other Incidents section, below, identifies incidents where Fixed Term External Exclusion may be issued in the first instance.

Fixed Term External Exclusions can be issued for 0.5 - 14 days.

Fixed term external exclusions will only be issued by the Principal, Deputy or their designated deputy, in their absence.

During a Fixed Term External Exclusion the student must not attend EDA.

EDA will provide work for that student for the duration of the exclusion to support progress in their timetabled subjects directly linked to their qualification.

It is the parents'/carers' responsibility to ensure that the student is not in a public place during school hours. Parents/carers may receive a fixed penalty notice or be prosecuted if they fail to do this.

A parent/carer will be notified of a Fixed Term External Exclusion before the start of the consequence. A member of the Senior Leadership Team will endeavour to contact a parent/carer by telephone. Following the telephone call, a letter giving the reason for the Fixed Term External Exclusion will be sent. If it has not been possible to reach a

parent/carer by telephone, then an email copy of the letter will be sent to the parents/carers. The letter will include the expectation on parents/carers during the Fixed Term External Exclusion and details of the appeals process.

Following a Fixed Term External Exclusion, the student and a parent/carer will have a telephone or face to face meeting with a member of the Senior Management Team. During this meeting, the terms of reintegration are shared with the student and their parent/carer and provision of support for the student will be discussed and agreed.

Permanent exclusion

A permanent exclusion may be issued as a result of a one-off incident. Examples of such incidents are illustrated in the 'Other incidents' section below. We will, as a last resort, also permanently exclude students who demonstrate:

- persistently poor standards of behaviour, particularly for more serious issues such as defiance, confrontational attitude, abusive language, physical aggression, vandalism and bullying
- no credible or sustained attempt to correct their behaviour
- little or no remorse for their actions
- a lack of engagement with additional support and guidance which EDA provides or of which the school has organised provision
- an indifference to EDA's expectations

Permanent exclusions will only be issued by the Principal or Deputy.

It is the parents'/carers' responsibility to ensure that the student is not in a public place during school hours. Parents/carers may receive a fixed penalty notice or be prosecuted if they fail to do this.

The headteacher or, in their absence, their designated deputy will notify a parent/carer of a permanent exclusion as part of an arranged meeting or by telephone. Following this notification, a letter giving the reason for the permanent exclusion will be sent. The letter will include the details of the appeals process and advice on the local authority's responsibility for the student's education from the sixth day of the permanent exclusion.

Students who are permanently excluded will remain on the school roll during the period allowed for appeals, or will be removed sooner if the local authority confirms that there will be no appeal.

OTHER INCIDENTS

EDA will respond to certain behaviour incidents with higher-level consequences. The table below provides examples of negative behaviours and their likely consequence in the first instance. This list is intended to illustrate the severity of behaviours, but it is not exhaustive nor complete. There may be incidents or events over time which will need to be added to this list or evaluated.

Similarly, there will be some things that have to be handled differently depending on the specific context, students, staff members and situation.

In the event of a higher-level consequence event occurring, EDA's senior management will initially remove the student(s) involved from class, and will subsequently investigate the incidents raised.

An Advisory Board of Senior Management and Teachers ("The Behaviour and Disciplinary Advisory Board") will be consulted with, to determine next steps and consequences to behaviours.

Note, an accumulation of or a combination of negative behaviours displayed by any one student may result in higher-level consequences initially.

Negative Behaviour	'Likely' consequence
Leaving EDA premises without approval and signing out	Warning 2 - Written letter
Breaching assessment expectations	Warning 3 - Written letter and exclusion from social events and/ or participation in public performances
Breaching fire drill expectations	Warning 3 - Written letter and exclusion from social events and/ or participation in public performances
Computer misuse or breaches of the Acceptable Use Policy	Fixed term external exclusion
False pretences or deception relating to academic assessments and examinations	Fixed term external exclusion
Malicious damage to EDA buildings, equipment or facilities	Fixed term external exclusion
Setting off the fire alarm	Fixed term external exclusion
Possession of alcohol at EDA	Fixed term external exclusion
Possession of pornography at EDA	Fixed term external exclusion
Violent, threatening, indecent, offensive or confrontational behaviour to another student or member of staff	Fixed term external exclusion
Fighting with another student	Fixed term external exclusion
Theft	Fixed term external exclusion
Malicious electronic communication to another member of the EDA community	Fixed term external exclusion

Bullying	Fixed term external exclusion
Use of offensive or discriminatory language	Fixed term external exclusion
Consumption of alcohol/ being inebriated whilst at college	Fixed term external exclusion
Offensive or anti-social behaviour displayed outside of EDA whilst wearing or displaying EDA uniform	Fixed term external exclusion
The expression of any extremist views that have the potential to incite discrimination or violence by or towards others	Fixed term external exclusion
Unprovoked violence towards another student	Permanent exclusion
Violence towards a member of staff	Permanent exclusion
Possession of illegal drugs or legal highs at EDA	Permanent exclusion
Supply of illegal drugs or legal highs to another member of the EDA community (defined in the Misuse of Drugs Act 1971, the Medicines Act 1968 and the Psychoactive Substances Act 2016)	Permanent exclusion
Possession of an offensive weapon at EDA (defined as “any article made or adapted for use to cause injury to the person, or intended by the person having it with him for such use”).	Permanent exclusion
Aggressive or confrontational behaviour involving an offensive weapon towards another member of the EDA community, including threats	Permanent exclusion
Sexual abuse or assault	Permanent exclusion
Peer-on-peer abuse, sexual exploitation or grooming	Permanent exclusion

***Note, for Degree students, Academic Discipline offenses will follow the University of Bedfordshire’s procedures as stated on their website here (listed as of 22nd June 2020):*

www.beds.ac.uk/student-experience/academic-information/academic-discipline-policy

EDA will not normally take disciplinary action in minor disputes between students and members of the public, other than where it believes a student’s behaviour constitutes a hazard to other people or to property or puts at risk EDA’s reputation.

Right of Appeal

There may be occasions where staff make an error and issue a consequence incorrectly.

Where this happens, the student must not openly challenge this decision, but rather must speak to a member of the Senior Management Team to address their concerns and to try to rectify any mistakes. The student will be able to express why they think an error has been made, and as such the teacher will remove the consequence if they feel that they have made a mistake.

Mistaken identity

If a student believes that they have received a consequence as a result of mistaken identity, then the student should contact the Senior Management Team to address their concerns. If an error has been made, the consequence will be deleted.

Appeal against a member of staff's decision or mitigating circumstances

If a student's parents/carers wish to appeal a member of staff's decision or they believe there are mitigating circumstances for a behaviour, they should contact a member of the Senior Management Team and explain the nature of their appeal. This may need to be discussed with the Behaviour and Disciplinary Advisory Board to agree a revision of the consequence if determined.

If the consequence is not revised, the student is still expected to complete the consequence, even if this is against the parents'/carers' wishes. If the student does not complete the consequence as expected, the consequence will be graduated to the next level.

In some cases, students and parents/ carers may wish to appeal any decisions made. This can be done by following the Appeals Procedure.

Version Number	Date of Issue	Review Date	Author	Changes Made/ detail
01	22.06.2020	22.06.2021	Sarah Moore	First draft