



Ada, National College for Digital Skills

Behaviour Policy & Disciplinary Policy

Version	Purpose / Changes	Author	Date
1	Initial Draft	Vicky Clarke	09/06/2019
2	Update Policy	Vicky Clarke	10/2020
3	Major update policy to incorporate Disciplinary policy and procedures (separate Exclusions policy will now be deprecated)	Tina Götschi	29/09/2021

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INTRODUCTION

In order to enable effective teaching and learning to take place, students are expected to adhere to the highest standards of behaviour in all aspects of Ada life. Our Behaviour Policy begins with the firm belief that students are responsible and intelligent individuals who are capable of self-direction and self-control given the right environment that we set out within Ada. We wish to support our students to grow in maturity and for them to demonstrate self-awareness, self-direction, and self-control. Positive behaviour will be celebrated and rewarded consistently throughout the academic year. We further believe that considering and understanding the consequences of our choices is key to improving our ability to make them. Unacceptable behaviour will always be confronted and that everyone at Ada will feel empowered to challenge this behaviour. A restorative approach should be taken to encourage students to identify the impact of their actions, have responsibility for them, and to take steps to rectify their behaviour. The focus must be on putting the issue right. We expect all members of Ada to behave courteously and respectfully towards one another in person, on paper, and when communicating electronically. We expect all students and staff to care actively for other members of the Ada community and to contribute to their well-being and success. All staff have the responsibility to role model good behaviour choices, supporting and educating our students to develop and evolve in their personal responsibility for good behaviour.

Ada has a zero tolerance to bullying and peer on peer abuse including sexual harassment whether on the college site, off site or between students online. Reported incidences will be investigated, logged and dealt with as Stage 4 concerns.

AIMS OF THE POLICY

The policy seeks to help Ada become and remain a disciplined and supportive community in which all members, irrespective of ethnic or religious background, appearance, sexuality, gender or ability, can learn and feel safe. The Behaviour Policy also acknowledges Ada's legal duties under the Equality Act 2010 to protect people against discrimination because of the protected characteristics of: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The objectives of this policy are:

- to ensure that all members of the Ada community - students, staff, parents / carers, board members and industry partners - understand their role in contributing to the creation of a safe, stimulating, encouraging and rewarding atmosphere;
- to make clear the standards of behaviour and commitment that Ada expects from students at all times including; when present on and around campus; during online learning activities; whilst engaging in offsite activity including trips and work placement.
- to set out the means by which Ada will acknowledge, praise and reward students when they reach these standards;
- to give a clear, easily understood framework in which students who fail to meet these standards will be told that this is the case, be given clear guidelines and expectations for improvement and issued with a proportionate consequence as appropriate.
- to promote and develop responsibility, self-esteem and self-discipline in students and to enable positive relationships, based on mutual respect, support and safety, amongst students.
- to help develop proactive young citizens who give a positive impression of Ada to the wider community and who have an understanding and respect for the rules needed to live in a vibrant and tolerant society.

Responsibilities for the promotion and the reward of good behaviour

Students are expected to support and uphold the Home-College agreement, the IT Acceptable Use Policy, the Attendance and Punctuation Policy and this Behaviour Policy.

Parents / carers are expected to support and uphold the Home-College agreement, the IT Acceptable Use Policy, the Attendance and Punctuation Policy and this Behaviour Policy, by reinforcing Ada expectations.

Staff are expected to abide by the terms and conditions set out in their letters of appointment and their contracts, supporting and upholding the Home-College agreement, the IT Acceptable Use Policy, the Attendance and Punctuation Policy and this Behaviour and Disciplinary Policy.

REWARDS

At Ada positive behaviour is reinforced and encouraged by a formal reward structure. Students are motivated by praise, reward and celebration of improvement and achievement.

Student investment in and involvement with activities and opportunities available at Ada will be encouraged and celebrated. Students who demonstrate the Ada values will also be rewarded and celebrated in assemblies and on a leaderboard in communications.

Frequency	Reward	Examples (these are not exhaustive)
Daily	1 Kudos Point	These will be given for particularly good work, effort, maintaining a high standard of work, or for making a contribution to the college community.
Weekly	Values Shout out (= 3 kudos)	This award is made by teachers each week during Friday shout-outs and is given to a student who has made a useful or particularly insightful contribution in class or has shown a clear demonstration of one of the college values.
Termly	Ada Values awards	Each term, the students with the most kudos in each of the 5 Ada values will be recognised in the end of term celebration
	Kudos awards	Each term, the students with the most kudos overall will be announced and will be recognised in the end of term celebration
	Team Kudos award	All kudos earned by a student will be added to the total score for their team and a team prize awarded to the team which has earned the most kudos.
Annually	Ada Values awards	At the end of each year, an award for each of Ada's core values will be given to students who have consistently exemplified that value. The winners will have shown the value(s) through their behaviour and attitude, time spent within the college as well as activities undertaken outside of it, both as a learner and as a member of the larger Ada community. Students will be awarded a certificate in the end of term celebration
	Subject awards	This is an award for learning given for each of the different subject areas. The winners must have consistently demonstrated their enthusiasm for learning through their participation in lessons, their commitment outside of lessons, and the progress and/or attainment they have demonstrated over the year. Winning students will be awarded a certificate in the end of term celebration
Graduation	Special Award for Digital Excellence	Awarded to the student who has consistently displayed the highest level of excellence in a digital field during their 2 years of study at Ada, eg SW development, Animation, Media Production

	Special Award: Artistic Excellence	Awarded to a student who has consistently displayed the highest artistic excellence to Industry Standards during their 2 years of study at Ada.
	Special Award: Student Leadership	Awarded to a student who has consistently displayed excellent leadership during their 2 years of study at Ada
	Special Award: The Ada Award	Awarded to a student who has consistently displayed excellence across all the Ada values during their 2 years of study at Ada
	Special Award : Ada Excellence	Awarded to a student who has consistently displayed the overall excellence in academics, leadership, Ada values and more during their 2 years of study at Ada

CONCERNS AND CONSEQUENCES

Any student choosing not to meet Ada's expectations of conduct, academics or attendance and punctuality will be issued a corresponding consequence, according to a graduated scale. Confronting all incidents and acting consistently when applying consequences ensures a fair application of this policy, but the specific circumstances of each offence must be taken into account when deciding upon consequences.

Bullying & Cyber-Bullying

Bullying is unacceptable and will not be tolerated at Ada. Any member of the community, student, staff or volunteer has the right to work and learn without the fear of being bullied. Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally and either directly or through cyber technology (see the Ada IT Acceptable Use Policy).

Common features of bullying can include:

- Name calling
- Mocking
- Cyber bullying including but not restricted to inappropriate text messaging, emailing and use of social media, including photos or images (eg, Facebook, Snapchat, Twitter and Instagram)
- Spreading rumours or hurtful untruths
- Making offensive or humiliating comments
- Physical threats or deliberate invasion of personal space

Those who engage in bullying, including cyber bullying, and fail to show through their actions that they have learnt bullying is unacceptable, risk forfeiting their right to be at Ada and can face

permanent exclusion. Where a criminal offence may have taken place, especially in reference to cyber bullying, a referral to the police may also be made by the Principal. Reported incidents of bullying will be dealt with as a Stage 4 concern.

Attendance and Punctuality

Students are expected to register with their Team Leader in every timetabled team time check in at 9.20am. All students are also expected to arrive at lessons, workshops and other Ada commitments on time.

Attendance and punctuality across the year groups and the college will be monitored regularly by the pastoral team, who may issue further consequences and support mechanisms.

The different categories for support for students with attendance concerns are listed below:

Attendance to sessions	Consequence
96- 90%	Verbal warning Students attendance is between 96-90%. Meeting with P.O/ or team lead.
90 - 85%	Written formal warning Attendance below 90% will receive a written warning sent to parents
Below 80%	SLT formal warning: Attendance below 80% - Student and parent invited into a meeting with SLT - Attendance report and targets set.

Common Behaviour Issues and Consistent Approaches

These approaches are non-negotiable and must be followed by all staff at all times. After a discretionary first warning by teachers or staff who witness this issue, consequences must be applied by the staff member and logged as a concern on data@ada.

Dress and Appearance

There is no uniform at Ada and students may dress casually but are expected to dress suitably for a learning environment. In particular, students should be dressed to study and to work comfortably, and should ensure they are dressed for a learning environment, ensuring there are no offensive slogans on any items of clothing. Coats, hats, caps, hoods, headphones must be removed before entering team times, lessons, workshops, assemblies and other formal learning sessions.. Discretion around wearing coats will be applied by teachers in exceptionally cold weather. Failure to wear lanyards or masks (when required) should also be challenged. There may be occasions where students will be interacting with industry. On these occasions, students will be required to wear smarter, professional wear. Students will be given ample notice to prepare for this.

Phone and Laptop use in class

Phones and laptops should only be visible with the permission of the teacher. This will be granted for legitimate learning reasons. In the event that an emergency contact may be required, this should be negotiated with the teacher before the class. If a student gets a phone out without permission they must be instructed by the teacher to switch it off and put it away into a bag. If the phone is out again, it must be dealt with by the teacher, either taking it away for the duration of the lesson, or speaking to the student after the lesson to discuss that this will be the consequence of having a phone out. This must be recorded as a concern on data@ada.

Overly boisterous behaviour around the college including inappropriate language

All staff are expected to challenge behaviour around the campus which is below expectations including boisterous behaviour, throwing objects, littering,, inappropriate language and/or swearing, eating in classrooms, eating during study periods. If a member of staff speaks to a student repeatedly over time or their response is not satisfactory this should be recorded on data@ada.

Non-completion or late hand-in of homework

Teachers should set due dates and time and clear expectations to students about when and how homework will be submitted. Overdue homework should be dealt with immediately by the subject teacher. This could be keeping the student back after the lesson to complete the homework or negotiating a new hand in date. The first instance may be logged on data@ada (teacher used their professional judgement), but all further instances must be logged on data@ada. Repeated missing deadlines should result in contact with parents or carers.

Remote learning

When students are learning remotely, the remote learning protocols must be followed. These will be updated as we learn and circumstances change and do not constitute an exhaustive list.

- Cameras on, microphones working but on mute.
- Every student joins on a computer with a working mic and comes on mic when requested. and students must use the microphone to answer directed questions
- Teacher sets etiquette for the chat channel, students follow.
- No joining on phones, lying in beds.
- Attendance and Punctuality expectations are the same as in live lessons and missing students' parents/carers will be emailed immediately if students are not in lesson meets
- Students are responsible for contacting the college in the case of technical or other issues and we will provide support.

Dealing with issues

In the first instance, behaviour is to be addressed by the class teacher or the member of staff encountering it, and the staff concerned have a responsibility to do this. Poor behaviour should always be challenged. These concerns are also to be logged on data@ada as Stage 1

Conduct	x ▼
Description	
Discrimination (optional)	▼
Stage 1	x ▼

Stage 1 Concern

Stage 1 concerns can be issued by any member of staff and must be recorded in data@ada. The consequences must be actioned by the member of staff who raised the concern

Stage 1 Academic Concerns include:	Stage 1 Behavioural Concerns include:	Stage 1 Punctuality Concerns include:
<p>Non-completion of work by a set deadline.</p> <p>Failing to complete work to an acceptable standard</p>	<p>Forgotten or incorrect equipment including laptop or folder; not wearing Ada lanyard; use of mobile/computer without permission; repeated chatting in class; chewing gum; littering; minor disruption; not speaking to peers or staff in a professional manner; overly boisterous behaviour; wearing headphones without permission;</p>	<p>Arriving to college late for check in</p> <p>Arriving late to a lesson.</p>
Stage 1 Academic Consequences	Stage 1 Behavioural Consequences	Stage 1 Punctuality Consequences
<p>Appointment with the class teacher to submit or complete the work. On the same or the next day at the teacher's discretion</p>	<p>Appointment with the class teacher to identify unsatisfactory behaviour and discuss with student</p>	<p>Staff to identify unsatisfactory punctuality and discuss with student on the same day</p>

	Borrowed lanyard to be returned to reception before 9am the following morning. Confiscation of mobile or laptop, returned at the end of the lesson	
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Stage 2 Concern

Three Level 1 Consequences in any category issued in a single week will result in escalation to a Level 2 Consequence. The staff member (someone from the Pastoral team or the teacher who raised these concerns) who escalated to Level 2 will action the consequences

Stage 2 Concerns include:
<ul style="list-style-type: none"> ● 3 Level 1 Consequences in a single week; ● late to college after 10am; ● students displaying a pattern of lateness; ● infringement of the ICT Acceptable Use policy; ● disruption to learning; challenging authority of staff; ● using offensive language; ● minor physical assault; ● truancy; ● leaving the college site without permission (especially during study sessions)
Stage 2 Consequences
<p>Supervised break, study and lunch times with the pastoral team Working with the Assistant Principal (PDBW), Attendance and Pastoral office and/or subject teacher to construct a support plan with the student. Parents/carers informed</p>

Support and Supervision

The pastoral and academic team will construct a support plan for the student, with targets. If necessary, as laid out in the plan, the student may be expected to spend break, study and lunch times with a member to staff to supervise and further support them

Parents/Carers informed

Parents/carers must be informed when a level 2 has been issued. It must be very clear why the caution has been issued and the implications of this. This will be done by the pastoral team or the subject teacher or team lead if this is more appropriate. They should initially try to contact by telephone and if this is unsuccessful they should do so by email. If no response is heard within 7

days a letter should be sent to the student's home address. All of these attempts must be logged on data@ada.

Stage 3 Concern

Stage 3 concerns can be issues as a result of

- Escalation following a number of informal warnings
- Behaviour which is unacceptable and requires immediate caution.

Stage 3 Concerns include:
Repeated Level 2 concerns, Behaviour which is unacceptable and requires an immediate caution such as use of obscene/offensive language towards a member of staff; threatened assault on a member of staff; threatened assault on another student; vandalism; drinking alcohol; cyber-bullying or any malicious or inappropriate use of digital technology (see the Ada ICT Acceptable Use Policy for further information).
Stage 3 Consequences
Restriction of privileges, but may lead to temporary internal or external exclusion. Meeting with parents/carers Compulsory engagement with an appropriate programme that is assigned by a member of the senior leadership team, such as a series of workshops.

Suspension pending investigation

In the event of an allegation of gross misconduct it is sometimes necessary to conduct an investigation to determine whether any disciplinary action is required. In such situations a student may be suspended as a neutral act while the investigation takes place. Only members of the SLT can suspend a student and the Principal must be informed. Parents must be notified on the day by phone. A letter should be sent giving the reason for the suspension, instructions for the completion of work during the suspension, a contact point for queries and the date and time of any fact finding meeting (if known). The letter should include a link to this procedure on the Ada website. The investigation should be conducted in a timely manner with the student and parents updated about progress. Any student witness statements should be completed. The student must continue to access work on Google classroom during the suspension. Eligible students will continue to receive bursary payments while suspended. Once the investigation is complete a meeting should be held either to reintegrate the student or to follow the appropriate disciplinary stage.

Meetings with Parents/Carers

Parents/carers will be informed of a Level 3 concern and will be asked to come into college for a meeting with the young person, and appropriate representation of the teaching and/or pastoral team to discuss those concerns.

At this meeting agreement will be reached over how to ensure all parties can support the student in meeting Ada expectations as set out in Ada policy documents and as agreed to by the student and their parents/carers when they signed the Ada Home-College Agreement. This meeting will result in agreed action points and a defined date of review.

Stage 4 concern

A stage 4 concern will lead to the immediate removal of the student until they attend a meeting with their parents/carers. They will be issued as a result of two things:

- Two level 3 concerns already been issued and negative behaviour persists
- Gross misconduct

Only SLT can raise stage 4 concerns. In the case of gross misconduct, a member of SLT should be contacted immediately where possible. If this is not an option the student's details and the details of the offence should be passed immediately to the Principal. A letter should be sent giving the reason for the Stage 4 concern, instructions for the completion of work in the period prior to the meeting, a contact point for queries and the date and time of the meeting. The letter should include a link to this procedure on the Ada website.

Stage 4 Concerns include:
<p>Repeated Level 3 concerns, or significant one-off actions that make any further working relationship trust impossible, i.e. Gross misconduct:</p> <p>It includes:</p> <ul style="list-style-type: none"> ● harassment and bullying; ● physical or verbal abuse of other members of the College community, student or staff; ● threatening behaviour towards other students or members of staff; ● possession of an offensive weapon; ● possession or use of alcohol or drugs on the College premises (see Drug and Alcohol Procedure); ● theft; ● large scale vandalism; ● abuse of College IT Network ● dangerous driving on the College premises; ● action that brings the College into disrepute; ● mischievous/malicious allegations against other students or a member of staff. <p>Please note this list is not exhaustive.</p>
Stage 4 Consequences

Suspension

(when the student undertakes compulsory engagement with an appropriate programme sourced externally)

Permanent Exclusion (can only be made by the Principal)

Stage Owners for Stage 4

- Panel Lead - SLT
- Panel member – Another member of SLT; Admin/PA to take minutes
- Investigating manager – Another member of SLT
- Agree temporary exclusion – SLT
- Agree permanent exclusion – Principal
- Appeal Stage 3 – Principal
- Appeal exclusion – CEO & 1 member of board

Appeals

This policy makes clear the procedure that Ada will follow when investigating an incident which may give rise to a decision to permanently exclude a student. All students issued with a Stage 3 concern will have the right to appeal on the grounds of a procedural error. This should be done within 7 days, in writing to the Principal.

In the case of permanent exclusions students and parents of students (if under 18) have the right to appeal to the CEO and the Board on the grounds that an error was made in the procedure. They must do so in writing to the CEO and Chair of Board within 7 working days of receipt of this letter. They are required to give the grounds and brief particulars of their appeal. An appeal meeting will be held with a panel of the CEO and one board member who will hear evidence from the student and their family. Their decision will be communicated in writing within 5 days. The decision of the CEO and board member is final and binding.

Reporting of Permanent Exclusion

All permanent exclusions and outcomes of appeals must be reported to the Board at the next scheduled board meeting.