Policy: Learning Behaviour and Attendance

Author	Associate Principal – Behaviours, Attitudes & Belonging (DSL)
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FRANKLIN COLLEGE TRUST

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1. Intent and Purpose

The College vision is to provide the best possible life chances for our community. The purpose of this policy is to deliver the vision to encourage our College community towards positive behaviours.

The purpose of this policy is to provide clear guidance to students, staff, parents/carers and other stakeholders about the expectations of the College with regard to behaviour management and the strategies used to maintain and promote an effective and high-quality learning environment within lessons, around College, on College buses and whilst participating in offsite sporting activities or educational visits. The policy outlines what will happen if an individual student falls short of these standards.

Student behaviour has a significant impact on achievement as well as the values of the College. Positive behaviour and self-discipline have strong links to effective learning and are vital for students to carry with them both during and progression after College.

The Franklin ABC Expectations document (See Appendix 1) is given to all students during enrolment and they are expected to sign this and agree with the expectations. The ABC Expectations document provides guidance on the College's standards and expectations of positive behaviour.

2. Scope

This policy applies to students and outlines the College's expectations in terms of positive behaviour.

3. Policy Statement

3.1 Section A - Student Intervention Model: Learning Behaviour

Clear learning behaviour expectations are set, and effective and consistent challenge are aimed at supporting students to reach their full potential. Students may be placed on the student intervention model because of not meeting the Franklin ABC Expectations provided upon enrolment. It is not expected that a student will be placed on the student intervention model for all cases of minor misconduct or classroom management concerns, but if they are persistent and no improvements are made to their learning behaviour.

The Student Intervention Model applies, and may be implemented, to all aspects of a student's programme, including ASPIRE. Any concerns about a student's learning behaviour in relation to the Franklin ABC Expectations will lead to the following procedure:

3.1.1 Level 1 - Teacher Intervention 1 (TI1)

Teacher Intervention 1 will be implemented when concerns are raised about learning behaviour and attitudes not meeting expectations. The subject teacher or Progress Coach will initiate T1 and set targets with the student. The concerns, along with any targets, support or measures put in place will be recorded on FIS (Franklin Information System). Learning behaviour concerns could include less than 100% attendance, punctuality concerns, not meeting deadlines, non-completion of independent study and not showing commitment to progress. Vocational students who miss assignment deadlines will be

deemed to be not meeting the Commit aspect of the ABC Expectations, and therefore the Teacher Intervention Model should be implemented.

The review period will be agreed by the issuing staff member, and will commence immediately after the date TI1 was issued and recorded. If the agreed targets have not been met, then a decision to extend the review period or escalate may be made.

Students with SEN needs or other vulnerabilities may need a longer review period. In all cases, a supportive and restorative approach should be adopted.

3.1.2 Level 1 - Teacher Intervention 2 (TI2)

TI2 will be implemented if TI1 has not resulted in improved learning behaviour e.g. missed work or attendance, no improvement or not achieving the targets/goals set when TI1 was issued. The subject teacher or Progress Coach will explain to the student reasons why the intervention has been escalated and work with the student on setting targets to be met and improvements to be made over a two-week review period. All targets and progress will be recorded on FIS. Parents and carers should be informed of the TI2, the actions taken, and the targets set to remedy this poor, persistent learning behaviour. Students with SEN needs or other vulnerabilities may need a longer review period. In all cases, a supportive and restorative approach should be adopted

3.1.3 Level 3 - Head(s) of Department

Level 3 of the model may be Initiated due to insufficient improvements through Teacher Invention 1 (TI1) and Teacher Intervention 2 (TI2), or for a more serious issue. Teachers or Progress Coaches will inform the Head(s) of Department when insufficient improvements have been made and a student requires escalation. At this stage, parents/carers can be contacted and invited to a meeting either in person, on the phone or virtually, if possible, to discuss reasons why there is an escalation to the Head of Department. If the student is under performing in more than one subject and showing poor learning behaviour, multiple HODs may attend to discuss appropriate targets and improvements to be made.

If parents or carers decline the meeting, agreed targets will be sent by letter.

A regular meeting between the student and Head(s) of Department will take place to ensure continued monitoring and interventions are put in place where necessary. The outcome of these meetings will be recorded on FIS and updates given to parents/carers if requested. Learning behaviour which does not match the values of the College can be escalated to Level 3 as deemed appropriate on a case-by-case basis.

3.1.4 Level 4 - Place at Risk: Associate Principal - Behaviours, Attitudes and Belonging

If all other interventions have been implemented and there are still no improvements to a student's learning behaviour, it will be escalated to the Associate Principal - Behaviours, Attitudes and Belonging by the Head(s) of Department. At this final stage a parent or carer will be notified of the Place At Risk letter (PAR) by phone or email and the ongoing concerns will be discussed to ensure that all parties are aware that the student's place at College is at risk. Targets will be set and reviewed after 4 weeks for Level 3 students or 6 weeks for Level 2 students. Students with SEN needs or other vulnerabilities may need a longer review period. In all cases, a supportive and restorative approach should be adopted.

A Place at Risk (PAR) letter may be sent to the student, parents/carers by the Associate Principal for Behaviours, Attitudes and Belonging regarding:

- Attendance below 85%
- Poor learning behaviour such as missing deadlines or non-submission of work
- Fitness to Study
- Motivation and commitment
- Absent from College due to holidays

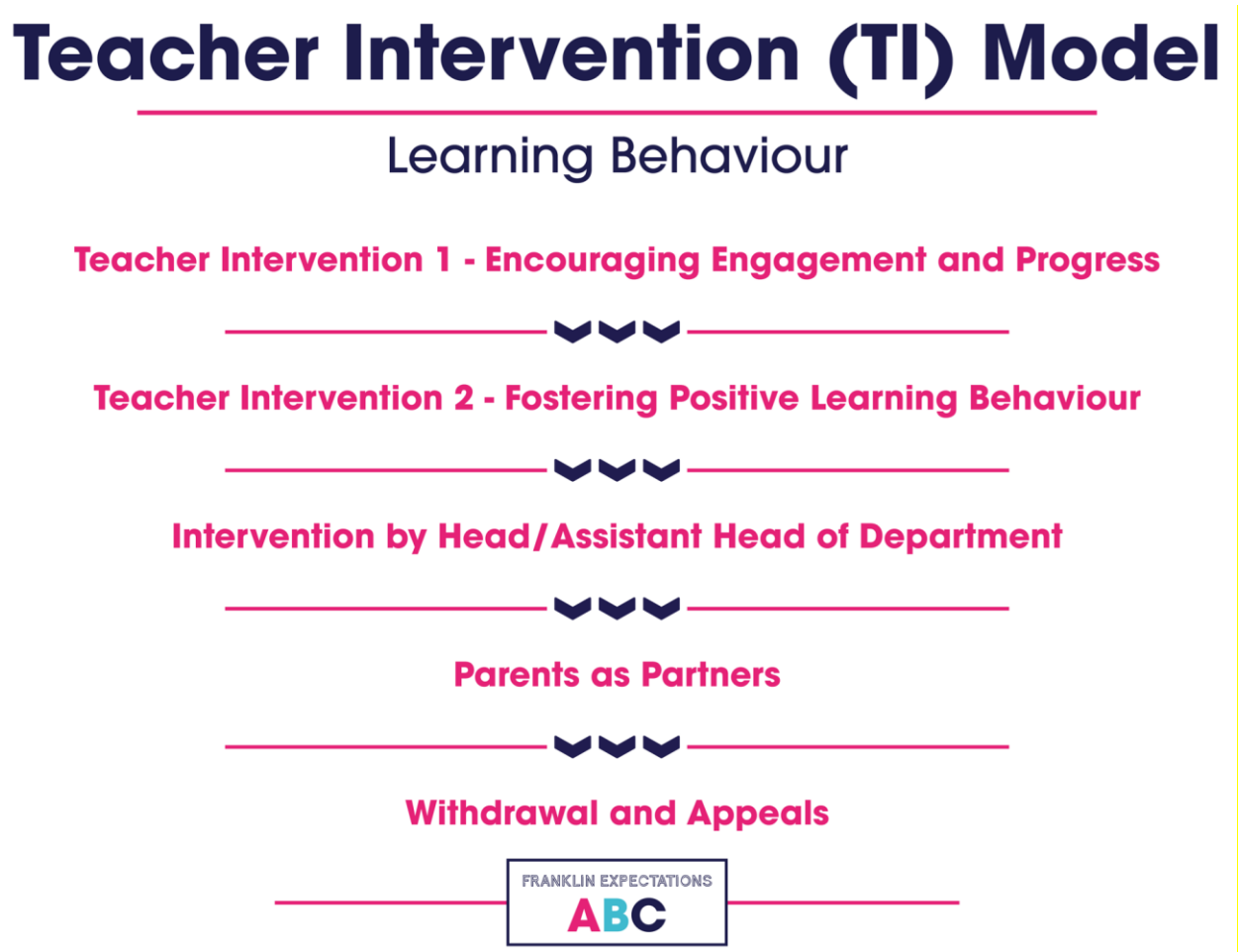
During the Franklin Start period between the start of the academic year in September and October half term, escalation to a PAR can be actioned sooner and the review date can be two weeks if the ABC expectations are not being met.

3.1.5 Level 5 - Withdrawal

If a student fails to fulfil the conditions and targets of the Place At Risk letter, the student will be withdrawn from College.

Any decision to withdraw a student will consider all the evidence gathered during the Place at Risk review period and will be reached in consultation with the College Leadership Team (excluding the Principal). In reaching its decision, the College will ensure that any sanction is reasonable and proportionate to the circumstances of the case, taking account of the individual needs of the student, and any relevant mitigating factors. Where a student has identified special educational needs and/or disabilities (SEND), the College will consider its duties under the Equality Act 2010, including whether the learning behaviour may be linked to the student's disability and whether appropriate reasonable adjustments and support have been provided. The College will also consider whether all appropriate interventions and support strategies have been explored before a decision to withdraw is made. The student and parents/carers will be informed in writing, within five working days of the decision and the rationale for it.

A student has the right to appeal against the withdrawal. Appeals should be made in writing to the Principal within five working days of notification of the withdrawal, unless there are individual circumstances preventing this timescale being met, such as College holidays or a religious festival. The Principal will respond to appeals within five working days of receiving the appeal, unless there are circumstances preventing this timescale being met. Should circumstances lead to a delay in an appeal decision being confirmed, this will be communicated in writing by the Principal.



3.2 Section B - Student Intervention Model: Disciplinary for Misbehaviour

The promotion of positive behaviour is vital, and all staff will challenge any students whose behaviour is not in line with College values or Franklin ABC Expectations as outlined below.

3.2.1 Stage 1 - Verbal Warning

A verbal warning may be issued for low level behavioural concerns such as persistent, non-permitted use of mobile phones unless instructed by teaching staff, non-compliance with lanyards (for example, consistently failing to wear your lanyard), inappropriate language or loud and unsociable behaviour on College site or College buses. The concern will be discussed with the student and recorded on FIS.

3.2.2 Stage 2 - Written Warning

For persistent and continued behavioural concerns, a Head(s) of Department may issue a written warning. A written warning may also be issued for a single incident if it is considered serious enough to warrant a higher level of intervention, for example giving your lanyard to another student, or showing disrespectful to staff, students or visitors. This will also result in a written warning letter being sent home so that parents or carers are fully aware of our concerns. The written warning will be recorded on FIS along with details of the behavioural concerns and targets discussed.

3.2.3 Stage 3 - Final Written Warning

If a student fails to meet the conditions of a written warning, or there is a serious incident including behaviours such as vaping or smoking outside of designated smoking area, violent or threatening behaviour, harassment or bullying, discriminatory language or bringing an unauthorised member of the public onto College premises, a final written warning will be issued. A letter will be sent home informing parents/carers of the final written warning.

3.2.4 Stage 4 - Suspension Pending Investigation

For serious behavioural concerns, or if behavioural concerns persist after a final written warning has been issued, a student may be suspended whilst an investigation is carried out. In some cases, to ensure the safety and wellbeing of staff and students, an immediate suspension may be deemed necessary. In all cases, the College will endeavour to make the suspension period as short as possible to minimise impact on learning and progression, whilst ensuring an in-depth investigation takes place into the misconduct. As part of the process, the student and parents/carers will be invited to a meeting as an opportunity to provide all relevant information to the College and enable a fully-informed decision to be reached.

The College reserves the right to decide the level of response or intervention for any incident based on the circumstances and severity of behaviour.

When conducting an investigation following a suspension, CCTV footage (where necessary) and statements gathered will be used to inform decision making. Access to view and monitor these recordings is limited to the appropriate staff. Under data protection legislation individuals have the right to request access to information about them that the College holds. The rights of other individuals will always be considered, and access will be assessed on a case-by-case basis. To make a request for this, please email information.governance@franklin.ac.uk who will process the request in partnership with Franklin Sixth Form College's Data Protection Officer.

3.2.5 Stage 5 - Exclusion or Permanent Exclusion

In the event of a serious incident or gross misconduct, an investigation will take place to establish the facts relating to the allegation. For clarity, gross misconduct relates to misbehaviour which is considered a serious breach of the College values or is considered a safeguarding risk to the student, staff, or others.
A student may be excluded depending on the outcome of a disciplinary hearing or failure to comply with targets/expectations in a final written warning.

A student has the right to appeal a permanent exclusion under the Appeals Procedure (please see 3.2.7).

Examples of gross misconduct include:

- Child on child abuse – bullying, intimidation, abuse, the use of violence or threats of violence in any form e.g. verbal, physical, virtually via email, text or social media platforms.
- Sexual, racial or homophobic harassment of another student or member of staff.

- Under the influence or in the possession of illegal drugs or alcohol on the College premises, College buses or whilst representing the College on trips and visits.
- Possession or/ and use of an offensive weapon on the College's premises, College buses or whilst representing the College.
- The use of discriminatory or offensive language including racist, sexist, homophobic or transphobic in nature.
- Excessive physical contact causing harm to others.
- Serious breach of the College network and E Safety Policy.
- Acts that would fall under PREVENT duty.
- Threatening behaviour to other students or staff.
- Infringement of the Equality and Diversity policy.
- Extremely abusive behaviour towards another student or member of staff.
- Allowing an unauthorised visitor on site, or concealing the identity of an unauthorised visitor by lending College lanyard.
- Malpractice in exams or coursework using generative artificial intelligence tools such as Chat GPT or Bard.
- Making a malicious serious false allegation against a member of staff.

Serious misconduct relates to behaviour that under normal circumstances would be considered gross misconduct, but mitigating circumstances exist. The above examples are not exhaustive or exclusive and some offences may be serious enough to escalate to permanent exclusion.

In some instances of serious misconduct, the College may feel the need to report matters to the Police.

The Principal reserves the right to omit any or all the stages in the student intervention model which may result in permanent exclusion from the College.

3.2.6 Outcomes After Investigation

Upon a thorough investigation by the College there are several outcomes possible:

1. Student will return to College immediately because no gross misconduct or serious misconduct had been concluded.
2. Student will return to College with a student contract and regular parental/carer updates due to serious misconduct being found not to be gross misconduct.
3. A student will have a fixed term exclusion. The student is likely to return on a student contract.
4. A student can be withdrawn from College for the current academic year with the offer of reapplying in the future after a period of rehabilitation or significant behavioural changes.
5. Permanent exclusion because gross misconduct has been concluded upon investigation.

Any decision to permanently exclude a student will consider all the evidence gathered during the investigation and will be reached in consultation with the College Leadership Team (excluding the Principal). In reaching its decision, the College will ensure that any sanction is reasonable and proportionate to the circumstances of the case, taking account of the seriousness of the behaviour, the individual needs of the student, and any relevant mitigating factors. Where a student has identified special educational needs and/or disabilities (SEND), the College will consider its duties under the Equality Act 2010, including whether the behaviour may be linked to the student's disability and whether appropriate reasonable adjustments and support have been provided. The College will also

consider whether all appropriate interventions and support strategies have been explored before a decision to permanently exclude is made. The student and parents/carers will be informed in writing, within five working days, of the decision and the rationale for it.

3.2.7 Appeals Process

Any student wishing to appeal against any disciplinary action should adhere to the College Appeals process:

If a student wishes to appeal against a permanent exclusion or withdrawal, they must do so in writing to the Principal within five working days of notification of the sanction, unless there are individual circumstances preventing this timescale being met, such as College holidays or a religious festival. The Principal will respond to appeals within five working days of receiving the appeal, unless there are circumstances preventing this timescale being met. Should circumstances lead to a delay in an appeal decision being confirmed, this will be communicated in writing by the Principal.

The Principal's decision cannot be challenged once made final.

Franklin
Sixth Form College

Student Intervention Model

Disciplinary for Misbehaviour

Stage 1 - Polite Reminder - Verbal Warning

Behaviours such as using your phone in class, not wearing your lanyard, or unacceptable language, will result in staff giving a verbal warning. This helps us maintain a positive learning environment.

Stage 2 - Working Together - First Written Warning

If certain behavioural patterns continue, or any more significant issues arise, staff will collaborate to find ways to help you improve, including sending a written warning letter home highlighting any concerns. This ensures a learning environment based on respect and inclusivity.

Stage 3 - Getting Back on Track - Final Written Warning

If any identified issues continue, we'll send a final written warning home. We'll only do this if the conditions in Stage 2 aren't met, or if there's a serious incident such as, smoking or vaping outside the designated smoking area, discriminatory language or lending your lanyard to an outsider. This helps ensure the safety and security of our College community.

Stage 4 - Parting Ways - Suspension

If the College decides to suspend you, it means there's a very serious behavioural issue. This could include a physical assault, under the influence or possession of illegal substances, abuse of the College IT network or bullying. In these cases the College Leadership Team will intervene and investigate. You could be formally excluded from Franklin.

Stage 5 - Making Your Case - Exclusion and Right to Appeal

After an investigation, which concludes in exclusion, you will be asked to leave College. If you believe there's been a misunderstanding, disagree with the decision to exclude, or you want to provide further context, you can appeal in writing to the Principal. This gives you a chance to express your perspective and ensure fairness.

The Principal's decision is final.

FRANKLIN EXPECTATIONS
ABC

3.3 Section C - Restarting College

In certain situations, it may be appropriate to offer a conditional restart at College. Students can only ever restart once. They must restart their studies in the following academic year and before they turn 19 years of age. In cases where the student withdraws from the College of their own accord, has put in place robust medical support outside of College and has time before the restart to respond to this support (typically 6 months), then the restart has a strong chance of success. In cases where there is no clear commitment to following prescribed medical support and/or there is less time to respond to this support, then the restart is unlikely to be successful.

Where the College offers the opportunity of a restart, the onus is on the student and their parents/carers to ensure that they are recovered enough for the restart of their studies. Further relapses would not be in the interest of the student. When the student withdraws from studies, guidance will be given both on what support might be appropriate to ensure fitness to study on return, but also importantly on what evidence will be expected at enrolment.

3.4 Section D - Right to Search

The College reserves the right to search students and their possessions, including bags and lockers, if they have reason to believe that they are carrying offensive weapons, illegal substances or anything that has been, or is likely to be, used to cause injury or commit an offence. A search can be conducted with or without a student's consent.

Searches will be carried out by two members of staff from the Safeguarding Team and Premises Team.

Before any search is undertaken consent will be sought from the student. If consent is refused, the student will be informed that the College has the right to carry out a search and that if they continue to choose to refuse, they may be suspended pending a formal disciplinary hearing.

It is not necessary to inform parents/carers before a search takes place or to seek consent to search. Parents/carers will always be informed as soon as possible after the search has taken place or if a search is refused.

Searches will be carried out by a member of staff of the same sex as the students. A search by the opposite sex may be conducted only if there is a risk of serious harm if the search is delayed and it is not reasonably practicable to find a same-sex member of staff in time.

Searches will be conducted in the presence of another member of staff (witness). Searches will only be carried out without a witness if there is an urgent risk of serious harm and it is not practicable to have a witness present.

In-line with DfE guidance, all searches for prohibited items and searches carried out by the Police will be recorded, regardless of whether or not anything was found.

A student's phone may be searched if there are reasonable grounds to suspect that it contains evidence relating to an offence, a risk of harm, or disruption to the learning environment. Where such conditions are met, staff are permitted to examine data or files on the device, provided there is a "good reason" to do so. A good reason may include situations where there is suspected harm, such as bullying or exploitation, suspected criminal activity, or a risk to the safety of individuals or the wider College community, including risks to discipline and order.

3.5 Section E - Zero Tolerance

There is a zero-tolerance approach to bullying, cyberbullying, harassment and discrimination. It is essential that all staff challenge inappropriate behaviours between peers. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and young people and, in worst-case scenarios, lead to a culture that normalises abuse, resulting in children and young people accepting it as normal behaviour and not coming forward to report it.

3.6 Section F - Types of Abuse

3.6.1 Bullying

Bullying, although not defined legally, is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or psychologically. Bullying can take many forms (for instance, cyberbullying via text messages, social media, or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a young person is adopted, in care or has caring responsibilities.

Bullying can take several different forms including sexual violence and harassment; causing someone to engage in sexual activity without consent; physical abuse such as hitting, biting or causing physical harm through any other means; sexting (sharing of nude and semi-nude images); upskirting; initiating/hazing type violence and rituals (used as a way of initiating a person into a group). Low level disruption and the use of offensive language can have a significant impact. If left unchallenged or dismissed as banter it can also lead to reluctance to report other behaviour.

3.6.2 Harassment

Harassment includes a wide range of offensive behaviours and is commonly related to discriminatory behaviours including age, disability, gender reassignment, race, religion, sex or sexual orientation. The Equality Act 2010 Section 26 states that:

A person (A) harasses another (B) if A engages in unwanted conduct related to a specific characteristic, and the conduct has the purpose or effect of (i) violating someone's dignity, or (ii) creating an intimidating, hostile, degrading, humiliating or offensive environment for B. A also harasses B if A engages in unwanted conduct of a sexual nature, and the conduct has the purpose or effect referred to in subsection (1)(b). A also harasses B if A or another person engages in unwanted conduct of a sexual nature or that is related to gender reassignment or sex, the conduct has the purpose or effect referred to

in subsection (1)(b), and because of B's rejection of or submission to the conduct, A treats B less favourably than A would treat B if B had not rejected or submitted to the conduct.

Bullying or harassment does not have to occur within College itself to be a disciplinary matter. Physical or psychological bullying or harassment of another member of the College community via physical, verbal, indirect, cyber, emotional, racist, sexual, or homophobic, bi-phobic and transphobic comments is unacceptable outside College or outside College hours.

3.6.3 Hate Crime

A hate incident is any non-crime incident which is perceived by the victim or any other person to be motivated by hostility or prejudice based on a person's disability, race, religion, sexual orientation, gender identity.

A hate crime is any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's disability, race, religion, sexual orientation or gender identity. A hate crime should be reported directly to the Police.

PREVENT Duty

The Franklin College Trust is committed to providing a safe, inclusive, and respectful environment for all students, staff, and visitors. Any form of hate crime or hate-related behaviour is taken extremely seriously and will not be tolerated.

The College recognises the need to provide appropriate training for staff involved in the implementation of this duty. Completion of PREVENT awareness training is compulsory for all staff before their employment commences and revisited when updated. All staff also receive regular PREVENT in-house training at least annually, placing the Prevent agenda within a local context and cascading information from the Multi-Agency Prevent (MAP) Board meetings.

The PREVENT programme must not involve any covert activity against people or communities. However, specified authorities may need to share personal information to ensure, for example, that a person at risk of radicalization is given appropriate support (for example on the Channel programme). Information sharing must be assessed on a case-by-case basis and is governed by legislation. To ensure the rights of individuals are fully protected, the College ensures that information-sharing agreements are in place at a local level.

When considering sharing personal information, the College should take account of the following:

- **Necessity and proportionality:** personal information should only be shared where it is strictly necessary to the intended outcome and proportionate to it. Key to determining the necessity and proportionality of sharing information will be the professional judgement of the risks to an individual or the public.
- **Consent:** wherever possible the consent of the person concerned should be obtained before sharing any information about them.
- **Power to share:** the sharing of data by public sector bodies requires the existence of a power to do so, in addition to satisfying the requirements of the Data Protection Act 1998 and the Human Rights Act 1998.

- **Data Protection Act and the Common Law Duty of Confidentiality (General Data Protection Regulation GDPR):** in engaging with non-public bodies, the specified authority should ensure that they are aware of their own responsibilities under the Data Protection Act.

The College takes seriously its responsibility to exclude those promoting extremist views that support or are conducive to terrorism. Outside speakers who are deemed to have extremist views will not be invited into the College.

The College has a robust system for assessing and rating risks associated with any planned events and visiting speakers, providing evidence to suggest whether an event should proceed, be cancelled or whether mitigating action is required (for example a member of staff alerting the further education Prevent coordinators to concerns in relation to a guest speaker).

All events and speakers are assessed and approved by the College Leadership Team (CLT). CLT may ask to see the content of speaker's materials prior to the event, including an outline of the topics to be discussed and sight of any presentations, footage to be broadcast, etc.

All visiting speakers will be supervised by a member of the College's staff, who is expected to interject or stop an event if they feel that the speaker is promoting extremist views or inequality in any form. This is also in line with the College's Freedom of Speech Policy to prevent people from being drawn into terrorism and extremism, including non-violent extremism (point 12(d) in the Freedom of Speech Policy).

The College uses filtering to restrict access to harmful content. The College filtering system is Sophos Web Filter. This ensures that websites promoting extremist views and encouraging the radicalization of young people are automatically blocked. In addition to this, the Tech Team continuously monitor activity and use a protective service called Janet Network Resolver to prevent access to malicious websites.

The College has policies relating to the use of IT on the premises. IT policies and procedures contain specific reference to the Prevent duty. As some young people and staff may be using IT during their learning, and this may involve research relating to terrorism and counterterrorism, the College has clear policies in place to identify and address instances where online materials are accessed for curriculum purposes.

As part of our safeguarding responsibilities, the College complies with the UK Government's PREVENT duty, which aims to stop individuals from being drawn into terrorism or extremist activity.

This includes:

- Promoting fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs
- Providing staff with training to recognise signs of radicalisation and extremism
- Supporting students who may be vulnerable to extremist influences through appropriate safeguarding interventions.

Students are encouraged to:

- Be aware of the risks of online radicalisation and extremist content

- Report any concerns about themselves or others to a trusted member of staff
- Engage in open, respectful discussion while recognising the boundaries of lawful and safe expression

Any concerns relating to radicalisation or extremism will be treated as safeguarding issues and handled in line with the College's safeguarding procedures. For more information regarding PREVENT guidance, please see our PREVENT Strategy.

3.7 Section G - Students with Additional Support Needs

All staff must be conscious of the needs of students who may have additional support needs. Staff must consider the individual needs of students, seeking advice where necessary from the Associate Principal - Inclusion and Wellbeing to ensure that students are treated fairly and equally at every stage of the student intervention process and disciplinary stages.

Students with learning difficulties and/or disabilities may be especially vulnerable to bullying and harassment. Any indication of bullying/harassment of these students should be reported in the same way as for other students.

3.8 Section H - Artificial Intelligence

Artificial Intelligence should not be used to generate a written response for course work or controlled assignments and, if this is found to be the case, it is plagiarism and considered cheating. Whilst the use of AI tools can be used to aid ideas and research topics, all sources must be referenced and cited.

Generative AI tools such as Chat GPT and Bard are capable of processing vast amounts of information to generate responses, but they have significant limitations. It is important that all students and staff understand the opportunities, limitations and ethical issues associated with the use of these tools and can apply what they have learned as the capabilities of generative AI develop. These include:

- **Privacy and data considerations**: whether a generative AI tool is designed to learn directly from its users' inputs or not, there are risks to privacy and intellectual property associated with the information that students and staff may enter.
- **Potential for bias**: generative AI tools produce answers based on information generated by humans which may contain societal biases and stereotypes which, in turn, may be replicated in the generative AI tool's response.
- **Inaccuracy and misinterpretation of information**: data and information contained within generative AI tools is garnered from a wide range of sources, including those that are poorly referenced or incorrect. Similarly, unclear commands or information may be misinterpreted by generative AI tools and produce incorrect, irrelevant or out-of-date information. This means that accountability for the accuracy of information generated by these tools when transferred to another context lies with the user.
- **Ethics**: users of generative AI tools should be aware that while ethics exist, they may not be embedded within all generative AI tools and that their incorporation, or otherwise, may not be something that users can easily verify.

- **Plagiarism**: generative AI tools represent information developed by others and so there is the risk of plagiarised content and/or copyright infringement being submitted by a student as their own, and artwork used by image generators may have been included without the creator's consent or licence.

The College will provide guidance and training to help students and staff understand how generative AI tools work, where they can add value and personalise learning, as well as their limitations. By increasing AI-literacy, Franklin will equip students with the skills needed to use these tools appropriately throughout their studies and future careers, and ensure staff have the necessary skills and knowledge.

The College recognises that artificial intelligence (AI) tools may be used appropriately to support learning, research and assessment preparation. However, in accordance with JCQ guidance, all work submitted for assessment must be the student's own. Students must not submit AI-generated content, or content substantially derived from AI-generated material, as their own work.

Where AI tools are used in coursework, non-examined assessments or other assignments, students must clearly acknowledge and reference their use, including the name of the AI tool and the date the content was generated. Students must be able to demonstrate that the final submission reflects their own understanding, analysis and independent work.

The use of AI tools during examinations or formally supervised assessments is prohibited unless expressly permitted by the awarding body and the College. Any misuse of AI may be treated as malpractice and dealt with in accordance with JCQ regulations, awarding body requirements and the College's AI and Learning Behaviour policies.

3.9 Section I - Vaping and Smoking

The College is committed to creating and maintaining a healthy environment for the benefit of staff, students and visitors. In accordance with the Health Act 2006, all College buildings, outdoor spaces and enclosed or substantially enclosed premises are designated smoke-free areas. Smoking is prohibited in all such areas, and the College will take reasonable steps to ensure compliance with the legislation. Appropriate no-smoking signage will be displayed throughout the premises. The provision of a designated smoking and vaping area limits our capacity to provide a safe learning and working environment that promotes positive wellbeing. Vaping and smoking should only be in the designated area of the College. Any student who contravenes this will receive a final written warning, or exclusion if this behaviour is persistent.

Students who wish to smoke off site are asked to respect the local community and environment. For this reason, smoking and vaping will be discouraged in groups in the immediate surrounding area on Chelmsford Avenue. If students are to be found smoking or vaping outside of the College, they will be asked to disperse by a member of staff. Any student who refuses to disperse when asked could be at risk of disciplinary action.

There is growing concern over the use of nicotine pouches, often referred to as snus. Nicotine pouches are small, smokeless products that deliver nicotine by placing the pouch under the lip. Although they are often marketed as a "safer" alternative to smoking or vaping, they are not risk-free. These products contain nicotine and are not appropriate for use in an educational setting. The use, possession, or

distribution of nicotine pouches is strictly prohibited on College premises, including all indoor and outdoor areas, and during off-site College-related activities.

The College recognises that smoking and nicotine addiction can be difficult to overcome. Students and staff who wish to stop smoking or vaping will be encouraged to seek support and will be signposted to appropriate health and wellbeing services, including local stop smoking services, healthcare professionals, and other evidence-based cessation programmes.

3.10 Section J - Absence

3.10.1 Holidays in Term Time

Exemplary attendance is vital to achieving full academic potential. It is also clear that students' wellbeing and future life chances are enhanced through full attendance in the whole study programme. We therefore expect full commitment to the study programme. On this basis, holidays in term time are always unauthorised and, as such, will result in a Place At Risk (PAR) letter being issued.

A member of the Leadership Team will review the student's attendance, commitment and progress grades to that point and may decide to remove the student from the College roll. This will be communicated to the student and a parent/carer directly via text, email, call or letter. Such exclusions have the right of appeal in writing to the Principal.

If the Principal allows the student to remain on roll, a referral will be made to the Skills@ Desk for supervised work to ensure that the student does their best to recover lost learning. The student's Progress Coach and Teachers will monitor work completion.

Further absences or a failure to complete lost learning to the required standard will result in the Place At Risk (PAR) letter being escalated and the student may be withdrawn from College. Again, such exclusions have the right of appeal in writing to the Principal.

3.10.2 Authorised Absence

Students should aim for 100% attendance and the College acceptable benchmark is 95%. However, the College acknowledges that there are occasions when an absence may be unavoidable.

Automatic authorised absences can include:

- Educational trips and visits organised by the College.
- Sporting fixtures with approval from subject tutors.
- Examinations whereby students may need to pre-prepare for an exam.
- Work experience, internships or other work readiness initiatives such as mock interviews.
- Religious observances such as Eid, Ramadan, Hanukkah.

Authorised absences which may be out of the student's control can include:

- Medical or dentist appointment.
- Bereavement.
- Driving Test.

- University Interview.
- Employment Interview.
- University Open Day, interview, or event.
- Family weddings.

All authorised absences will be marked as A or F for Franklin-related activities and proof must be provided and handed into Reception. All other absences will be marked as parent reported illness (R) or a student self- reported illness (S). Any requests for time off College, including for religious observance, should be made in advance by contacting reception.

Absence marks explained:

Code	Situation
O	Unreported absence
S	Self-reported absence
R	Parent reported
A	Authorised absence
F	Franklin trips / visits / events
M	Medical
L	Late for lesson
Z	Not required to attend

If a staff member identifies a pattern or trend in absences, including self-reported, parent reported, medical and late marks, this may be challenged and a student could be asked to provide evidence to support their absences.

3.11 Section K - Student Withdrawal Process

A student will be withdrawn from College due to the following reasons and procedures:

3.11.1 A Student Notifies the College That They Wish to Withdraw

A student will inform the College or their Progress Coach about their wish to withdraw and the reason for this decision. MIS will complete the withdrawal and a letter confirming the withdrawal will be sent to the student and parents/carers by email and/or letter.

3.11.2 Non-Attendance by Student

If a student fails to attend College for a sustained period (over 10 days) with no explanation and no contact has been made with the student and parents/carers, and all emergency contacts have been explored, members of the Safeguarding Team will make a home visit.

No student should be withdrawn from College without direct contact being made with the student and parents/carers to ensure their wellbeing and progression routes. An appointment will always be offered with the Careers Advisor to discuss next steps. However, after two attempts have been made to contact the student and parent/carer and messages have been left, a student will be removed and will be sent a leaver's letter.

3.11.3 Fitness to Study

Students are encouraged to disclose any physical or mental health need as part of their application. It is used to establish how best we can respond to individual needs and what reasonable adjustments can be made. This disclosure will not prejudice any decision about the application. If a disclosure is deemed significant it may be appropriate to gather further information from relevant external agencies to develop a support plan and make reasonable adjustments. We may also need to recognise that adjustments to a sixth form setting can be challenging for students with such circumstances. This is true where a physical or mental health condition causes significant concern since the expertise and capacity of the College is finite. Reasonable limits should be set to support a student. There are occasions, when physical and mental health issues are so complex or so significant that all support may be exhausted, and a student is unable to maintain their fitness to study.

Please see Fitness to Study Policy.

3.12 Section L - Data Protection and GDPR Compliance

Students must respect data protection laws, including the UK GDPR, by handling personal information responsibly. This includes not sharing other people's personal details (such as names, addresses, or photos) without consent, keeping login details private, and reporting any accidental access to sensitive information. Students should also avoid taking or sharing images or videos of others without permission, especially online. Failure to follow these guidelines may result in disciplinary action.

For more information regarding Data Protection, please see GDPR Policy.

3.13 Section M - Rewards

Students are given praise and encouragement for good work and behaviour to promote a positive ethos throughout the College. Students are issued commendations and entered into prize draws for attendance, outstanding work, positive work placement feedback, and demonstrating resilience in the face of adversity. Students can receive some form of reward such as an Amazon voucher at the half-termly Standout Student Awards.

3.14 Section N - Appropriate Professional Dress

While we celebrate our students' individual style and fashion, it is important that their choices align with the expectations of a professional College environment and supports a positive and respectful learning atmosphere. Clothing should be clean, modest, and appropriate for an academic setting. Items such as costumes, tails, animal ears, onesies, collars, leads, sleepwear (including pyjamas and Oodies), and character face paint are not considered suitable for College wear and must not be worn on site.
Students should ensure their clothing and appearance allows them to engage fully in lessons and College activities while maintaining the professionalism expected within the College community.

Students will be encouraged to change if their dress does not meet these expectations.

4. Policy References

4.1 Access to the Policy

This policy, along with other related policies, will be available on the College's website.

4.2 Quality and Assurance Monitoring

The content and operation of this policy will be reviewed annually.

4.3 Other Related Policies

- Fitness to Study Policy
- Safeguarding and Child Protection Policy
- SEND and Inclusion Policy
- Franklin ABC Expectations (Appendix 1 in this document)

Appendix 1 Franklin ABC Expectations

Franklin Sixth Form College

COLLEGE ABCs

ACHIEVE

Take pride in my college work

Take responsibility for my own learning, progress and future goals

Engage fully in my lessons and avoid using my mobile phone, unless it's part of a lesson activity

Stay attentive and engaged in class by not using earphones / headphones

Make the most of learning environments by not wearing coats, hats, or hoods in class and dressing appropriately for the college environment

Be a responsible digital-citizen by using the college IT network appropriately

Embrace the opportunities offered by the ASPIRE Programme

Develop employability skills through embracing work experience opportunities and extra-curricular activities

Use AI as a tool to guide and enhance learning, not as a way to produce or submit work that is not my own.

BELONG

Embrace and embody the College's ASPIRE values whenever I represent Franklin

Always show respect to all members of the College community, regardless of background, belief or identity

Make my voice heard by actively participating in student voice surveys and focus groups

Embrace a well-rounded education by actively participating in a range of Personal and Professional Development Programmes (PPD)

Clearly display my college lanyard and ID card at all times while on campus by wearing it around my neck

Refrain from any form of bullying, harassment, discrimination or disruptive behaviour, whether in person or online

Always demonstrate positive behaviour and respect in shared spaces across the College campus

Maintain open communication with staff to enable a supportive and inclusive learning experience.

COMMIT

Attend all of my timetabled lessons on time, including ASPIRE, PPD and Independent Study

Recognise the importance of informing the college about unavoidable absences

Honour my commitment to academic excellence by meeting all deadlines for my subjects

Prioritise my studies over any employment commitments as investing in education now will lead to greater opportunities in the future

Achieve my full potential by not taking holidays during term time

Approach each lesson with enthusiasm and preparedness, ensuring I have all of the necessary resources

Complete all independent study to expand my knowledge and increase academic development

Commit to my personal and social development by actively seeking and engaging with appropriate support.