

Discipline and Dismissal Policy

This policy, along with the discipline and dismissal procedures, are designed to assist staff in applying them fairly and consistently in line with NHC’s Equality and Diversity Policy.

The policy and procedures are also designed to address poor learner behaviour and/or performance, in an effort to help them achieve their potential, complete the course, gain qualifications and hopefully to help them secure employment.

Learners are expected to adhere to ‘NHC’s Core Values: Ready, Respectful & Safe’, ‘Our Expectations & Your Responsibilities as a Learner’ and the ‘Learner Values Guidance’ at all times. These are included in the Learner Guide. They are discussed in depth during the learner induction, are displayed on learner notice boards and copies are in the room information pack.

Learners are given adequate opportunity to explain and defend their actions. Learners may be accompanied by another member of staff at disciplinary meetings. The NHC will ensure that there is always a second member of staff present at Level 3 meetings.

In exceptional circumstances, suspension from the course for up to five days may be considered if deemed appropriate whilst a thorough investigation is carried out.

NHC Behaviour management – A graduated response

	What you might see	Staff response
Level 1: Low level – quiet word	Ready: Lateness. (not repeatedly) Sitting down on the yard when should be working / lazy behaviour / lack of effort. Not having equipment needed for session. Having phone on the yard. Incorrect uniform. Not attending a session without prior authorization. Respectful: Classroom disruption eg shouting out, talking when asked to work quietly. Dropping litter.	Level 1 behaviours are dealt with ‘informally’ by the member of staff involved at the time. <ul style="list-style-type: none"> • A quiet word with the learner (reprimand in private) • Restorative conversation – expectations going forward. Tutor to have this conversation quietly and privately with the learner ideally in a way that inconveniences the learner somewhat. • Learner ‘puts right’ anything needed e.g. completing a task they haven’t finished in their own time... pick up the litter they dropped ... apologise to staff member ... remove jewellery ... hand phone to staff member to ‘look after’ for that session. • Ask to move seat

	<p>Lack of engagement at a low level. General swearing. Low level disrespect (to staff or another learner) e.g. huffing and puffing when asked to do something. Not meeting room standards.</p> <p>Responsible: Wearing jewellery. (not repeatedly) Not using equipment as instructed. Consuming or possessing energy drinks.</p>	<ul style="list-style-type: none"> • Change of face to de-escalate – staff member to speak to learner once time has allowed the situation to de-escalate. • Tutor may choose to email colleagues to alert them to level 1 behaviour and how it was managed. • Learner aware that the next session is a clean slate but also knows of the clear expectations of the member of staff.
<p>Level 2: Moderately Challenging Behaviours – formal verbal warning</p>	<p>Ready: Repeated lateness. Persistent failure to be ready for sessions e.g. incorrect uniform / equipment.</p> <p>Respectful: Persistent disruption despite an informal warning used at level 1. Refusal to follow instructions despite a level 1 intervention or higher-level disrespect to staff. Directly disrespectful language towards staff or other learners. Arguing with staff. Swearing. Ignoring instructions. Having to be sent out of the classroom due to disruption to learning of others. Repeated residential issues despite level 1 intervention by staff e.g. 3x yellow marks in a week for not meeting required room standards.</p> <p>Responsible: Health and safety breaches. Persistent refusal to follow jewellery rules. Lower level horse welfare issues e.g. Not letting horse down after exercise. Repeatedly consuming or possessing energy drinks. Not handing in medication.</p> <p>Level 2 behaviours may be repeated and persistent breaches of level 1 behaviours.</p>	<p>Level 2 behaviours are dealt with ‘formally’ by the member of staff involved at the time. Another colleague may support, but the member of staff involved has responsibility for the ‘sanction’.</p> <p>Sanction = A formal verbal warning. Learner is to be warned that the verbal warning is formally recorded on their learner record & this may be shared on a reference to a future employer.</p> <p>And,</p> <ul style="list-style-type: none"> • Learner ‘puts right’ anything needed e.g. completing a task they haven’t finished in their own time... pick up the litter they dropped ... apologise to staff member ... remove jewellery ... hand phone to staff member to ‘look after’ for that session. <p>Learners are invited to input into what they should do to put right the behaviour they have shown.</p> <p>All formal verbal warnings will be accompanied by a restorative conversation which should ideally happen during the learner’s free time e.g. during their morning or afternoon break time. The template for this is on the formal record.</p> <p>All formal verbal warnings will be recorded on the student record on P drive and on Locker.</p> <p>Staff member to agree a plan with the learner & make them completely clear of the expectations going forward.</p>

	<p>This is a <u>formal</u> intervention which sits on the record of the learner and the emphasis is on this with the learner involved.</p>	<p>Learners will receive no more than 3 verbal warnings before this is escalated to a written warning.</p>
<p>Level 3 High level challenging behaviour – written warning</p>	<p>Ready: Not attending the course despite level 2 interventions. Leaving the college site without permission.</p> <p>Respectful: Physical aggression / fighting towards people. Swearing at staff. High level defiance. Damage to property / vandalism. Theft Racism / Homophobic behaviour. Bringing college into disrepute.</p> <p>Responsible: E-safety issues of a high level. High level health & safety defiance. Aggression / dangerous behaviour towards the horses. Safeguarding incidents. Repeatedly not handing in medication or having a controlled drug in their possession.</p> <p>This is a <u>formal</u> intervention which sits on the record of the learner & will be disclosed with any potential employer – this is made absolutely clear to learner involved.</p>	<p>Level 3 behaviours are dealt with ‘formally’ by a member of management. The member of staff involved at the time may be involved in the discussion with the learner. A manager has responsibility for the ‘sanction’.</p> <p>A formal written warning will be issued by a manager.</p> <p>A formal written warning will be disclosed to any future placement which may jeopardise the placement.</p> <p>Parents / carers will be informed of the written warning by the manager involved or the College Counsellor.</p> <p>A restorative justice meeting will always take place. College Counsellor may facilitate a restorative justice meeting with any learners involved or staff / learners to work on repairing the damage & improving relationships.</p> <p>Learner may be required to engage in intervention sessions e.g. anger management with the College Counsellor.</p> <p>Learners will receive no more than 3 written warnings before this is escalated to dismissal.</p>
<p>Dismissal</p>	<p>If an offence is considered gross misconduct a learner may be instantly dismissed, for example: For theft Consuming alcohol or drugs including legal highs. Violence/fighting. Entering opposite gender rooms. There is risk of dismissal if found on different gender landings.</p>	<p>The OD is to be informed and they must liaise with the CEO prior to any dismissal. For all dismissals a Manager must be present.</p>

At all levels, the behaviour is dealt with privately, as soon as possible to the time of the incident, with the staff member involved at the time taking responsibility as outlined. The quiet word in the learner's free time / the issuing of a verbal warning / issuing of a written warning **is the sanction which may be accompanied by a task to put things right**. This models what happens in a workplace. The learners need to understand the implications of moving along the sanctions to their career paths.

Appeals, grievance and complaints

All learners have the right to make an appeal against a disciplinary or assessment decision. An appeal against a disciplinary decision should be logged as soon as possible but within 48 hours of the disciplinary decision. An appeal against an assessment decision should be logged within 7 days of receiving the assessment decision.

Learners also have the right to put in a grievance or complaint about a member of staff or any service provided by the NHC. These procedures are discussed at the learner induction and are displayed on learner notice boards.

Grievances and complaints will be reviewed and analysed regularly to identify any trends to ensure appropriate action is taken.