

Polisi Coleg Penybont

Bridgend College Policy



Mae'r ddogfen hon ar gael yn Gymraeg
This document is available in Welsh

Enw'r Polisi / Policy Name: **Citizenship Code (inc. Student Disciplinary)**

Cod y ddogfen / Document code (os yn berthnasol/if applicable) _____

Adran/Department: **Learner Journey**

Awdur y Ddogfen/Document Author: **Joe Baldwin**

Teitl Swydd/Job Title: **Deputy Principal**

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Dyddiad Adolygu/Review Date: **December 2024**

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Policy Checklist:

Policy Inception Requirement	Yes / No / N/A	Supporting information
Has an Equality Impact Assessment been completed? See form below.	Yes	
Has a Welsh Language Impact Assessment been completed? See form below.	Yes	
Has a Data Protection Impact Assessment been considered with regards to this policy? If yes, please contact the Information Services Manager in order to complete a Data Protection Impact Assessment.	N/A	Information doesn't get shared externally apart from with parents or guardians which is covered in the learner privacy notice.
Has the review taken account of the latest Guidance/Legislation?	Yes	
Is legal advice required? If yes, please ensure you have taken the necessary steps to secure the appropriate legal advice before proceeding further.	No	No major changes made from previous policy
Is staff training required? If yes, please ensure that the necessary training is arranged through the Learning & Development Advisor.	No	
Are there HR related issues that need to be considered? If yes, please contact the HR Manager to discuss further.	No	
Are there financial issues? If yes, please contact the Finance Manager to discuss further.	No	
<i>For SLT use only:</i>		
Is this a new policy? If yes, SLT to complete the College Policy Approval Delegation checklist at the time of approval.	No	
Approval level assigned: SLT		

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1. Policy Statement

Our mission is simple - **be all that you can be.**

Bridgend College is a special place to learn and work. We want to create an **inclusive** environment which enables people to be **innovative** and **passionate** about what they do. We want to create **inspirational** opportunities which transform lives and celebrate the successes of every individual. We are committed to making decisions which are ethical and **people-centred**, for every person and in every interaction.

We know that the standards we walk past are the standards we accept, so by being a **team player** who is committed to our organisational values, we can ensure that everyone is **ready** to learn and work in an environment where they are **respected** and feel **safe**, to **be all that they can be.**

We want Bridgend College to be a place of sanctuary, providing a sense of **belonging.**

We recognise the significant impact of trauma on individuals' lives and understand that a compassionate and understanding approach is essential to support our students and staff on their academic and personal journeys. We will do this by being **calm**, **consistent** and **caring** in our approach to communication and decision-making.

We want to be an anti-racist College. We are committed to fostering an inclusive culture where people are respectful and where this permeates all that we do. We want to develop a culture where people show up for one another with trust and integrity - a place of learning and work where people thrive.

As a place of education, we recognise our responsibility in developing the skills, knowledge and confidence of our students, staff and the communities we serve.

We know that we don't always get things right, but we are committed to listening, learning and educating ourselves on our journey to becoming an extraordinary organisation.

2. Pwrpas ac Amcanion / Purpose and Objectives

Bridgend College is fully committed to the wellbeing of students, staff, visitors and other stakeholders. The College actively promotes the positive welfare of all staff and students including vulnerable adults and those with additional learning needs (ALN) and expects all staff, volunteers and partners including associated employers and work placement providers to endorse and demonstrate this commitment at all times.

Bridgend College recognises its responsibility to develop its students in ways which will foster security, confidence and independence, enabling students to be all that they can be. We recognise

that a safe and secure College and work environment is central to the wellbeing of all students and the College's Citizenship code is central to enabling this, endorsing our three behaviour expectations:

- Be Ready
- Be Respectful
- Be Safe

These behaviour expectations support the organisational responsibilities we have under the Prevent Duty to actively promote five British Values:

1. Democracy
2. The rule of law
3. Individual Liberty
4. Mutual Respect
5. Tolerance

This Citizenship code, which incorporates our approach to student disciplinary, sets out our expectations of *all* students choosing to enrol at Bridgend College or any of its associated subsidiaries or partner organisations.

Where academic misconduct of a higher education student is suspected, the relevant policy will be applied and upheld. Where any sanction is issued and upheld against a Bridgend College Apprentice, Bridgend College will notify the apprentice's employer. Where disciplinary matters relate to a student enrolled on a pre-16 pathway (e.g. Junior Apprenticeships, Pupil Referral Unit and EOTAS) the relevant school or Local Authority policy may supersede this policy.

3. Manylion y Polisi / Policy Details

This policy aims to ensure a proactive and positive approach to the Equality Act 2010 and the nine protected characteristics under the Act and our duties under other key legislation including 'All Wales Child Protection Procedures 2008', 'Adult Protection Procedures 2010', 'Keeping Learners Safe Guidance document number 158/2015' and 'Prevent Duty Guidance 2015'.

This policy applies on all College premises and to all College related activities, on or off site, such as College-arranged transport to and from College, visits, study tours and residentials (UK or overseas).

This Policy recognises that where the students attendance, performance or behaviour appears to be indicative of a mental health issue, additional learning need, illness or injury it may be more appropriate to follow procedures as stated in the College's Fitness to Study Procedure.

This policy encompasses our expectations relating to student attendance, behaviour and conduct.

4. Confidentiality

The duty of confidentiality is not absolute and may be breached where it is in the best interest of the student or in wider public interest. If professionals judge that disclosure is necessary to protect a student or others from serious risk of harm, confidentiality may be breached.

Staff must not disclose information relating to a student, their welfare or personal information without express authorisation to do so from the Designated Senior Person (DSP) or Designated Safeguarding and Wellbeing Manager. This stipulation includes where a member of staff may receive an information request from a parent, guardian or the police. The police are required to provide the college with a Personal Data Request Form completed by a Detective Inspector.

Data retention schedules and data policies relating to the General Data Protection Regulation (GDPR) are available on the College website and can be requested in writing to the College Data Protection Officer (DPO).

5. Radicalisation and Extremism

The college seeks to protect its students against the messages of violent extremism including, but not restricted to, those linked to Islamic ideology, far right, extremist animal rights movements and self-initiated terrorism (S-IT).

Behaviours and actions which are deemed to be of an extremist or radical nature will be dealt with in line with the College's safeguarding policy, available on the College website.

The College will fulfil its responsibilities as outlined within the [Prevent Duty guidance for further education institutions in England and Wales](#). This includes a dynamic risk assessment of Prevent, based on local and national threats.

6. Bullying and Harassment

Bullying is defined as the deliberate misuse of power or influence and can take many forms. Where the intention may not be to deliberately cause hurt, it can still be considered as bullying if the victim perceives it as so. Bullying includes physical actions, verbal, emotional, sexual, homophobic, racist, online, hate crime or on the grounds of religion.

A flowchart of managing this type of incident can be found in appendix 2 of this policy.

7. Incidents Outside of College

Where incidents or events take place outside of the College (either off campus and/or not during college hours) which bring the college's name or reputation into disrepute, we will take action in line with this policy.

8. Citizenship Code

To Be All That You Can Be by being Ready, Respectful and Safe

Ready

- Be on time
- Take part in all timetabled and planned learning and enrichment activities
- Have the equipment and Personal Protect Equipment you need with you
- Report any absence to College by calling 01656 302 302 option 2

Respectful

- Respect other students, staff and visitors
- Respect your learning environments
- Respect others whatever their gender, sexuality, disability, age, religion or belief or race
- Only smoke or use e-Cigarettes in designated zones

Safe

- Ensure you carry your ID badge with you at all times and present it if asked to do so by a member of College staff
- Follow health, safety and fire instructions when using equipment and moving around the College
- Report any concerns you have about your own safety or someone else's to a member of staff or the Wellbeing Team
- Follow the College's ICT Network Acceptable Use policy, including online safety, use of WiFi networks and use of social media (including misrepresenting the College or bullying)

Sometimes behaviours don't demonstrate our Citizenship Code of being Ready, Respectful and Safe.

Examples of such behaviours and activities include:

- Criminal activities and substance misuse (theft, fraud, criminal damage, assault, possession or supply of illicit drugs/legal highs, carrying offensive weapons)
- Extremism (either violent or non-violent), which might include terrorism or and act which endangers others (under the Terrorism Act 2000)

What We Expect

Remember that you are an ambassador for the College, this includes whilst travelling to and from the campuses and when out on College trips or course activities.

Signing our Citizenship Code means that you understand and agree to demonstrate these behaviours at all times.

9. Recognition (Positive Notes and Student Awards)

We want students to flourish and fulfil their potential both in learning and life. We are committed to delivering excellent learning and enrichment opportunities which enhance our students' experience and provide a platform which enables them to excel and achieve. Positive Notes can be issued both as physical postcards and as entries on MiHub.

All staff are encouraged to issue positive notes where excellence in attitude, work outputs or learning achievements are demonstrated by students. Our annual Student Award ceremony also provides a fantastic opportunity to recognise extraordinary achievements by students.

9. Disciplinary Process

Any student has the right to request meetings and associated written and verbal communication in Welsh or English without delay.

We will always endeavour to use restorative approaches where appropriate to support reflection and learning.

Where reference is made to 'Personal Tutor' within this policy, this also incorporates and means a Personal Development and Progression Coach.

9.1 Issue Logs

9.1.1 Issue Logs are a method by which Personal Tutors, or lecturers can record any on-going issues that arise with a student that they deem applicable to be recorded on MiHub.

9.1.2 A staff member can record up to three issue logs; the third issue log within a six-week cycle will escalate to Stage One with the students' Personal Tutor or Personal Progression and Development Coach.

9.1.3 There is no right of appeal against an Issue Log.

9.2 Stage One

Process Owner: Personal Tutor/Personal Progression and Development Coach (where applicable)

9.2.1 Where three Issue Logs have been raised and are recorded on MiHub, a Stage One meeting will be held between the student and Personal Tutor/Personal Progression and Development Coach.

9.2.2 An Action Plan will be co-produced with time bound outcomes agreed. This will be signed by the student and Personal Tutor/Personal Progression and Development Coach and stored on MiHub.

- 9.2.3 A copy of the Action Plan is sent directly to the student and Tutor or Personal Progression and Development Coach. An exemplar Action Plan can be found in appendix 2.
- 9.2.4 A review meeting will take place two weeks after the initial Stage One meeting to discuss any progress made. If issues persist, escalate to Stage Two.
- 9.2.5 Where the student has completed all actions outlined in the Action Plan within the agreed time, the Process Owner can de-escalate from Stage One at the end of the preceding term.
- 9.2.4 There is no formal route of appeal at this stage.

9.3 Stage Two

Process Owner: Deputy Curriculum Manager

A student may progress to Stage Two if the Action Plan from Stage 1 is not adhered to or the student consistently breaches the Citizenship Code (Ready, Respectful and Safe).

- 9.3.1 At Stage Two the Deputy Curriculum Manager will arrange an interview with the student to assess/identify/discuss any issues raised via the disciplinary process to date.
- 9.3.2 All aspects of the student's behaviour will be taken into account to compose a detailed action plan of support in order to bring the student back on track to achieve their qualification. The student action plan must contain constructive and positive targets in order to promote an active and achievable learning plan for the student. Additional support services should be considered, including the Wellbeing Team, Additional Learning Support Team and Skills Coaches.
- 9.3.3 The agreed action plan is recorded on MiHub and copies are sent to the Process Owner and student.
- 9.3.4 In cases where it may be deemed appropriate the Process Owner can de-escalate or escalate the stage of the disciplinary process according to the evidence provided. This will be documented on MiHub.
- 9.3.5 An action plan review meeting should be held between the student and Deputy Curriculum Manager, two weeks after the Stage Two meeting and this, along with any new actions should be recorded on MiHub. Personal Tutors and other curriculum delivery staff also have a responsibility to encourage a student to engage with their action plan.
- 9.3.6 Where actions have not been achieved or behaviours continue to fall below expectation, a second review date should be identified along with any additional interventions or support required.
- 9.3.7 Failure to achieve actions following the second review meeting will result in escalation to Stage Three of the disciplinary process.

- 9.3.8 Should the learner incur further more serious incidents following the implementation of this action plan that are considered misconduct/gross misconduct this should be escalated accordingly.
- 9.3.9 There is no formal route of appeal at this stage.

9.4 Stage Three

Process Owner: Curriculum Manager

- 9.4.1 Where the attendance, performance or behaviour of a learner is of a more serious nature or where the attendance, performance or behaviour has not improved despite Stage Two interventions, the student will be required to attend a Stage Three interview with a Curriculum Manager.

Senior Curriculum Administrators will assist in the coordination of a meeting to include parents/carers.

- 9.4.2 A letter will be sent to the student outlining the concerns and highlighting the student's entitlement to be accompanied; confirmation of the time and location of the interview; and a statement explaining that, if the student fails to attend or an alternative date is not arranged, the Curriculum Manager reserves the right to rearrange the meeting, with little or no notice, at their own convenience.
- 9.4.3 The student will be entitled to be accompanied by a peer, student representative, family member, or other appropriate person in the case of a vulnerable adult (but not by a legal or other professional advisor unless the College otherwise agrees). A legal or other professional adviser will be allowed if the College intends to have an external adviser present.
- 9.4.4 At the interview the student will be entitled to state their case including any mitigating factors before any decision is taken and/or action plan is formulated.
- 9.4.5 If the student disputes the evidence, the Curriculum Manager may suspend the interview in order to investigate what is disputed and seek appropriate further evidence. The interview will be reconvened within 10 working days.
- 9.4.6 Where the student's attendance, performance or behaviour appears to be indicative of a mental health issue, illness or injury, it may be more appropriate to follow procedures as stated in the College's Fitness to Study procedure. In addition, the interview can be adjourned in order that future action can be determined.
- 9.4.7 The Curriculum Manager will complete the Stage Three Action Plan which must contain constructive and positive targets in order to promote an active and achievable learning plan for the student. This will be reviewed by the Personal Tutor or Personal Progression and Development Coach weekly and revisited with the learner on the date proposed on the Action Plan by the people involved in Stage Three as outlined in Appendix 1. A copy of the Action Plan must be signed by both the student, Curriculum Manager and where appropriate a parent, carer or guardian.

- 9.4.8 Should the learner complete the required actions identified on the Stage Three Action Plan, the decision can be taken to de-escalate the learner to a Stage Two in the disciplinary process.
- 9.4.9 Should the learner incur further more serious incidents following the implementation of this action plan that are considered misconduct/gross misconduct, this should be escalated accordingly.
- 9.4.10 There is no formal route of appeal at this stage.

9.5 Stage Four

Process Owner: Director of Curriculum

- 9.5.1 Where the attendance, performance or behaviour complained of is of a more serious nature/gross misconduct or where the attendance, performance or behaviour has not improved in spite of a Stage Three interventions, the student will be required to attend a Stage Four disciplinary interview with the Director of Curriculum and the Curriculum Manager.
- 9.5.2 Senior Curriculum Administrators will coordinate correspondence.
- 9.5.3 An outline of the gross misconduct will be included in the content of the letter along with the student's entitlement to accompaniment; confirmation of the time and location of the interview; and a statement explaining that, if the student fails to attend or an alternative date is not arranged, the Director of Curriculum reserves the right to rearrange the meeting, with little or no notice, at their own convenience.
- 9.5.4 Where a learner is under the age of 18, they are entitled to bring one representative to the meeting. This might be a parent or guardian.
- 9.5.5 The Curriculum Manager will act as the investigating officer and present the case accompanied by any evidence collated to the attendees of the Stage Four meeting.
- 9.5.6 It is not anticipated that a final outcome or decision will be reached during the meeting. Instead, the meeting is intended to provide an opportunity for the student to present their case and clarify facts. Final outcomes and decisions will be communicated in writing within 7 working days (for appeals, please see paragraph 9.5.12).
- 9.5.7 In some cases it may be deemed appropriate by the Director of Curriculum to de-escalate or escalate according to the evidence and individual nature of each case. This will be documented on MiHub.
- 9.5.8 In some cases where no disciplinary action is necessary, the case will be considered closed by the College.
- 9.5.9 In the case of a final written warning being issued, the warning will state that any repeated or further poor attendance, performance or behaviour by the student may result in the student's exclusion from the College.

- 9.5.10 In serious cases of poor attendance, performance or behaviour, including repeated misconduct or gross misconduct, the Director of Curriculum may issue a Final Warning with a written action plan.
- 9.5.11 In the case of a Final Warning being given or when an action plan has been set (with or without suspension), the Director of Curriculum will set a date and time for when their progress will be reviewed.
- 9.5.12 The student has the right to appeal against the decision in writing within 7 working days of the date of the outcome letter. Appeals should be via post or email and addressed to the Deputy Principal.
- 9.5.13 Should the behaviour be deemed to be unacceptable by the College, a recommendation by the Director of Curriculum can be made to the Deputy Principal for exclusion. If the decision for exclusion is upheld by the Deputy Principal, the learner will be given the opportunity to appeal as outlined in section 13.
- 9.5.14 This meeting and consequent outcomes should be recorded on MiHub.

10 Recommendation for Exclusion

The Deputy Principal will consider the documentation presented by the Director of Curriculum and the Curriculum Manager, and the reasons for the recommendation.

The Deputy Principal may decide not to uphold the recommendation for exclusion and that no further disciplinary action is necessary.

The Deputy Principal may recommend that alternative sanctions should be applied.

The Deputy Principal may decide to uphold the recommendation for exclusion. The student will be informed of the decision within 5 working days of the outcome letter recommending exclusion. The student has the right to appeal against the decision by writing, within 7 working days of the date of the exclusion letter, to the Principal.

11 Exclusion

The period of exclusion is decided upon by the Deputy Principal, but shall not exceed a period of more than five years. During any period of exclusion, no excluded student may return to College without prior approval from the Deputy Principal or who will arrange for relevant supervision.

Previously excluded students wishing to return to the College must make an application to the Principal and Chief Executive. The Principal and Chief Executive's decision shall be final.

Any student is welcome to apply to Bridgend College and each application will be reviewed without prejudice.

12 Appeal against Exclusion

Any appeal against the exclusion of a student will be made to the Principal, who will be provided with the complete documentation that has led to the exclusion.

The Principal will consider the documentation and whether the procedures in the Citizenship Code (Incorporating Student Disciplinary) Policy have been followed.

The Principal will reach a decision about whether to uphold the exclusion and inform the student of the decision within 10 working days of receiving the letter of appeal for exclusion.

The decision of the Principal is final and there is no formal route of appeal at this stage.

13 Suspension Pending Investigation / Disciplinary Interview

A student may be suspended from the College immediately by a member of the college Senior Leadership Team. The student will be placed directly onto a Stage Four within the Citizenship Code (incorporating Student Disciplinary) and Director of Curriculum will act as the investigating officer and follow the procedure as outlined in section 10.5.

Suspension due to an act of gross misconduct or gross negligence may lead to a Fourth Stage interview which could result in either, no further action, a recommendation for an alternative sanction or a recommendation for exclusion.

Suspension due to an act of gross misconduct or gross negligence will supersede any other disciplinary action a student may be involved in.

Any such suspension will be confirmed in writing by the Director of Curriculum (within 7 working days of its occurrence).

Suspension should not last more than 10 working days without the suspension being lifted or a date for an interview being set.

If suspension lasts more than 10 working days, the student shall have the right to appeal against the suspension by writing to the Deputy Principal.

The student will be entitled to be accompanied to the appeal by a peer, student representative or family member, or other appropriate person in the case of a vulnerable adult, (but not by a legal or other professional adviser unless the College otherwise agrees).

The outcome of the appeal will be notified to the student as soon as possible and in any case within 5 working days. There is no further appeal against this decision.

14 Suspended Students

Due consideration by the Director of Curriculum will be given to suspended or excluded students who need to take external examinations or internal assessments as to whether to allow them to attend. In

this instance, any suspended students will be accompanied by a member of support staff and will normally take the exam or assessment separately to other students.

15 Criminal Offences

Where any member of staff has reason to believe that a student may have committed a criminal offence, the College will refer the matter to the police and may continue disciplinary proceedings under this policy or suspend the student pending the outcome of police enquiries and any charges which may be brought against the student. Where the student has been suspended under this provision, when the results of those enquiries and any criminal proceedings are known, the College reserves the right to recommence proceedings under this policy in relation to the matter. A certificate of conviction from a court of competent jurisdiction will be conclusive proof of that conviction.

Where the College has reason to believe that a student has made a successful application to the College and failed to disclose an unspent criminal conviction, it reserves the right to take disciplinary action, including withdrawal of a course offer where deemed appropriate for the safety and wellbeing of the individual, wider student population and College staff.

Where an incident occurs, either within or outside of College which results in a Police charge, investigation and/or bail conditions being served, we will await the conclusion of any investigation or hearing before invoking (where applicable) this policy. Depending on the nature of the charge, the College reserves the right to suspend any learner until the Police case has concluded.

16 Dogfennau Cysylltiedig (os yn berthnasol) / Related Documents

- Safeguarding Children and Vulnerable Adults Policy
- Admissions Policy

17 Adolygiad y Ddogfen / Document review

This policy and associated procedures will be reviewed annually, although updated in line with the publication of any statutory guidance or legislation.

Appendix 1: Disciplinary Flow

Students will ordinarily move through stages incrementally, both up and down the disciplinary stages, although where it is deemed that behaviour or actions require a higher degree of intervention (e.g. gross misconduct), students may enter the disciplinary process at a given level.

Issue Log 1		Issue Log 2		Issue Log 3	
▼▼▼ 3 Issue Logs within a six week cycle > progress to Stage One ▼▼▼					
People	Actions	Communication	Follow-up	Examples	
▼ Stage One ▼					
Lead: Personal Tutor / Personal Progression and Development Coach Student	Action Plan created based on issue logs and focused around behaviour expectations (Ready / Respectful / Safe) Access wider intervention (e.g. Wellbeing Team, Skills Coaches, Additional Learning Support, Student Services)	Recorded on MiHub Parent/Carer informed via phone or email by Personal Tutor Action Plan communicated to curriculum team by Personal Tutor	Review of Action Plan 2 weeks after stage one meeting. If issues persist, escalate to stage 2. If no further issues, deescalated from stage 1 at the end of the preceding term.	3 issue logs within a six week cycle.	
▼ ▼ Stage Two ▼ ▼					
Lead: Deputy Curriculum Manager (DCM) Student Personal Tutor or Personal Progression and Development Coach Parent/Carer	Action plan created based on previous OnTrack Plan or on rationale for Stage Two meeting and focused around behaviour expectations (Ready / Respectful / Safe) Access wider intervention (e.g. Wellbeing Team, Skills Coaches, Additional Learning Support, Student Services)	Recorded on MiHub Parent/Carer informed via phone or email by the DCM Action plan communicated with curriculum team by the DCM	Review of Action Plan 2 weeks after stage two meeting and a second review meeting 2 weeks after the first review meeting. If issues persist, escalate to Stage 3.	Stage 1 action plan not achieved 85% attendance Vandalism of college property Physical / emotional misconduct Plagiarism Further occurrences of stage 1 issues	
▼ ▼ ▼ Stage Three ▼ ▼ ▼					
Lead: Curriculum Manager Student Deputy Curriculum Manager Parent/Carer	Action Plan issued to address area(s) of concern, with clear expectations linked to behaviour which needs to be modified and focused around behaviour expectations (Ready / Respectful / Safe) Access wider intervention (e.g. Wellbeing Team, Skills Coaches, Additional Learning Support, Student Services)	Recorded on MiHub Parent/Carer informed and invited to attend meeting Action Plan communicated with curriculum team via Curriculum Manager	Weekly review meeting with Personal Tutor or Personal Progression and Development Coach until the review date with Curriculum Manager, Student, DCM and Parent/Carer.	Aggressive behaviour. Any means of bullying or harassment (including social media and online). Excessive disruptive behaviour. Suspected actions which pose significant risk to self or others.	
▼ ▼ ▼ ▼ Stage Four ▼ ▼ ▼ ▼					
Lead: Director of Curriculum Student Curriculum Manager Parent/Carer	Final written warning issued outlining how behaviour has compromised our behaviour expectations (Ready / Respectful / Safe). We may be duty bound to involve Police or other authorities at this stage.	Recorded on MiHub Parent/Carer informed and invited to attend meeting Written warning sent to student and a copy uploaded to MiHub		Theft. Targeting groups of individuals contrary to the Equalities Act (2010). This includes use of sexist, racist, homophobic, anti-religious language or behaviour. Actions which pose significant risk to self or others. Possession of a weapon.	

Appendix 2: Action Plan Exemplar

Note: this is input directly into the Citizenship section of MiHub (see screen example on following page)

Notes (including identification of how behaviours link to our expectations: Ready / Respectful / Safe)
<p>Key Issues: You are not demonstrating that you are ready to learn as your attendance currently 89% and we are concerned about your lateness. You are not showing respect for others when you use inappropriate language.</p> <p>We discussed your reason for non-attendance, which has been due to personal circumstances and challenges within your home life. This has had an impact on you receiving EMA, which has meant you have struggled to get bus fare, meaning there have been mornings that you have walked to College, causing lateness to the first session.</p> <p>You explained that you are feeling overwhelmed with some of the work, which is being compounded by missing parts of lessons either through lateness or non-attendance. You did recognise that your language is unacceptable and inappropriate.</p>

Action	People I will need support from...
Ensure that the language I am using is respectful.	
Link in with weekly Wellbeing drop-in so that I can discuss how I am feeling and so that the Wellbeing Team can monitor things at home.	Wellbeing Team
Speak to Student Services to arrange an EMA approval so that I have money to pay for my bus fare, which will enable me to be on time.	Student Services / James
I will attend additional Skills Hub sessions so that I can catch up with the work I am struggling with and can access the support I need.	Skills Hub team

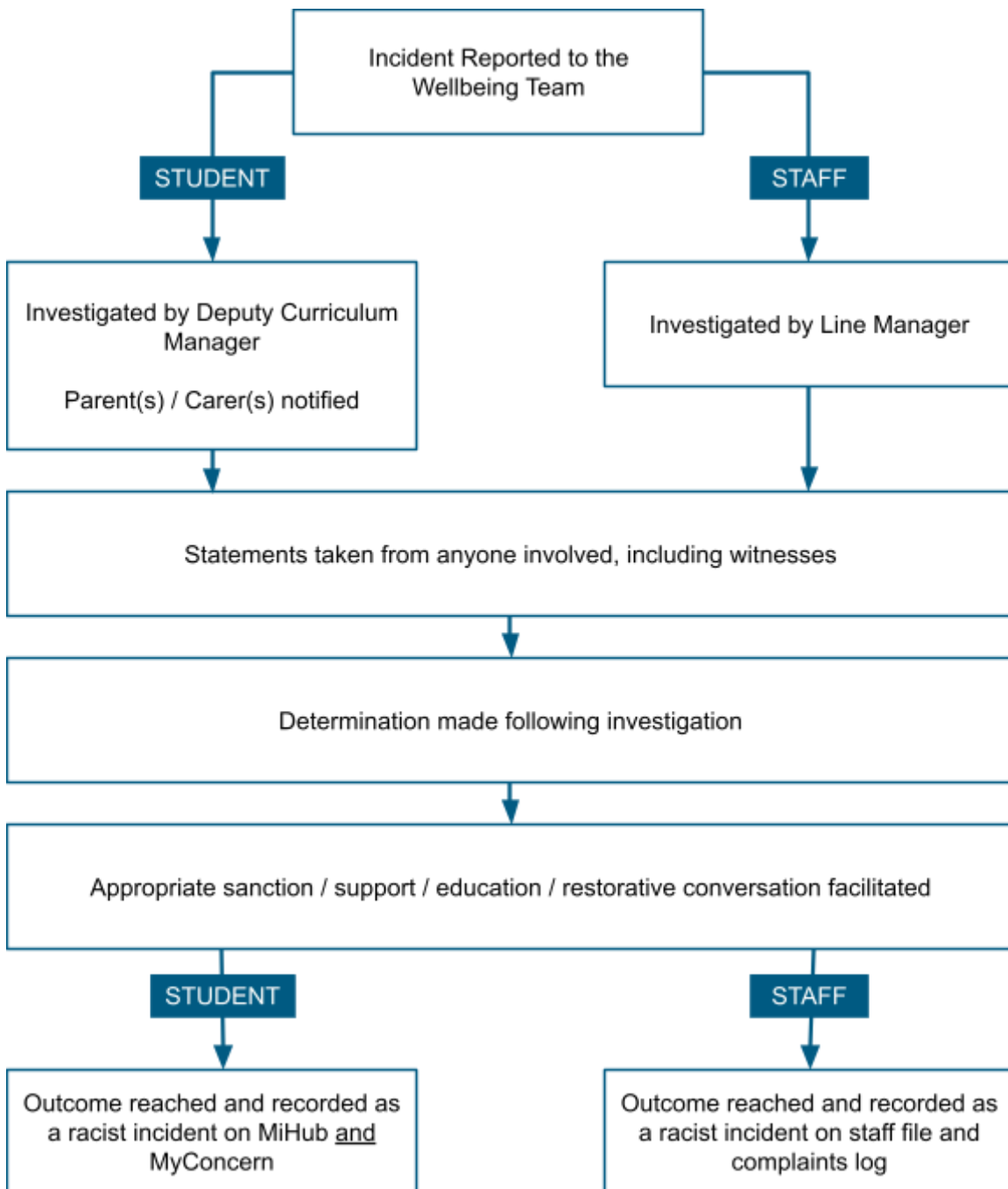
Example of Citizenship screen in MiHub:

Stage 1

Stage meeting details *	B <i>I</i> <u>U</u> := ½= ⇐ ⇒	Actions from stage meeting *	B <i>I</i> <u>U</u> := ½= ⇐ ⇒
	<input type="text"/>		<input type="text"/>
Actions monitored by *	<input type="text"/>	Action deadline* DD/MM/YYYY	<input type="text"/>
Actions agreed by Student <input type="checkbox"/> Agreed		Actions agreed by Tutor <input type="checkbox"/> Agreed	

Save as draft Submit record

Appendix 3: Managing a Racist Incident



If a behaviour is repeated or the intent was identified to cause harm or distress, further action would be in line with the Citizenship Code (students) or Disciplinary Policy (staff).

Asesiad o'r Effaith ar y Gymraeg / Welsh Language Impact Assessment

Enw'r Polisi / Gweithdrefn Name of Policy / Procedure	Citizenship Code incorporating student disciplinary					
Perchennog y Polisi Policy Owner (to complete this EIA)	Joe Baldwin					
Nod(au) a Phwrpas y Polisi Aim(s) and Purpose of Policy	Behaviour Expectations and Conduct					
Ar bwy mae'r polisi hwn yn effeithio? Who does the policy affect?	Dysgwyr Learners	✓	Staff	✓	Y Cyhoedd / General Public	

Safonau'r Gymraeg / Welsh Language Standards

Rhif/ No.	Math/ Type	Safon / Standard	Cadarnhaol (gallai fod o fudd)	Negyddol (gallai effeithio)	Dim Effaith
			Positive (could benefit)	Negative (could impact)	No Impact
94	Safonau Llunio Polisi Policy Making standards	<p>Pan fyddwch yn llunio polisi newydd, neu'n adolygu neu'n addasu polisi sydd eisoes yn bodoli, rhaid i chi ystyried pa effeithiau, os o gwbl (pa un ai yw'r rheini'n bositif neu'n andwyol) y byddai'r penderfyniad polisi yn eu cael ar— (a) cyfleoedd i bersonau ddefnyddio'r Gymraeg, a (b) peidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.</p> <p>When you formulate a new policy, or review or revise an existing policy, you must consider what effects, if any (whether positive or adverse), the policy decision would have on — (a) opportunities for persons to use the Welsh language, and (b) treating the Welsh language no less favourably than the English language.</p>			✓

Polisi Coleg Penybont

Bridgend College Policy

95	<p>Safonau Llunio Polisi</p> <p>Policy Making standards</p>	<p>Pan fyddwch yn llunio polisi newydd, neu'n adolygu neu'n addasu polisi sydd eisoes yn bodoli, rhaid ichi ystyried sut y gellid llunio'r polisi (neu sut y gellid newid polisi sydd eisoes yn bodoli) fel y byddai'r penderfyniad polisi'n cael effeithiau positif, neu effeithiau mwy positif, ar— (a) cyfleoedd i bersonau ddefnyddio'r Gymraeg, a (b) peidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.</p> <p>When you formulate a new policy, or review or revise an existing policy, you must consider how the policy could be formulated (or how an existing policy could be changed) so that the policy decision would have positive effects, or increased positive effects, on — (a) opportunities for persons to use the Welsh language, and (b) treating the Welsh language no less favourably than the English language.</p>		✓	
96	<p>Safonau Llunio Polisi</p> <p>Policy Making standards</p>	<p>Pan fyddwch yn llunio polisi newydd, neu'n adolygu neu'n addasu polisi sydd eisoes yn bodoli, rhaid ichi ystyried sut y gellid llunio'r polisi (neu sut y gellid newid polisi sydd eisoes yn bodoli) fel na fyddai'r penderfyniad polisi'n cael effeithiau andwyol, neu fel y byddai'n cael effeithiau llai andwyol, ar— (a) cyfleoedd i bersonau ddefnyddio'r Gymraeg, a (b) peidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.</p> <p>When you formulate a new policy, or review or revise an existing policy, you must consider how the policy could be formulated (or how an existing policy could be changed) so that the policy decision would not have adverse effects, or so that it would have decreased adverse effects, on — (a) opportunities for persons to use the Welsh language, and (b) treating the Welsh language no less favourably than the English language.</p>			✓

97	<p>Safonau Llunio Polisi</p> <p>Policy Making standards</p>	<p>Pan fyddwch yn cyhoeddi dogfen ymgynghori sy'n ymwneud â phenderfyniad polisi, rhaid i'r ddogfen honno ystyried a cheisio barn ynghylch yr effeithiau (pa un ai yw'r rheini'n bositif neu'n andwyol) y byddai'r penderfyniad polisi o dan ystyriaeth yn eu cael ar—</p> <p>(a) cyfleoedd i bersonau ddefnyddio'r Gymraeg, a</p> <p>(b) peidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg</p> <p>When you publish a consultation document which relates to a policy decision, the document must consider, and seek views on, the effects (whether positive or adverse) that the policy decision under consideration would have on —</p> <p>(a) opportunities for persons to use the Welsh language, and</p> <p>(b) treating the Welsh language no less favourably than the English language.</p>			✓
98	<p>Safonau Llunio Polisi</p> <p>Policy Making standards</p>	<p>Pan fyddwch yn cyhoeddi dogfen ymgynghori sy'n ymwneud â phenderfyniad polisi, rhaid i'r ddogfen honno ystyried a cheisio barn ynghylch sut y gellid llunio neu addasu'r polisi o dan ystyriaeth fel y byddai'n cael effeithiau positif, neu effeithiau mwy positif, ar—</p> <p>(a) cyfleoedd i bersonau ddefnyddio'r Gymraeg, a</p> <p>(b) peidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.</p> <p>When you publish a consultation document which relates to a policy decision the document must consider, and seek views on, how the policy under consideration could be formulated or revised so that it would have positive effects, or increased positive effects, on —</p> <p>(a) opportunities for persons to use the Welsh language, and</p> <p>(b) treating the Welsh language no less favourably than the English language.</p>	✓		

99	Safonau Llunio Polisi Policy Making standards	<p>Pan fyddwch yn cyhoeddi dogfen ymgynghori sy'n ymwneud â phenderfyniad polisi, rhaid i'r ddogfen honno ystyried a cheisio barn ynghylch sut y gellid llunio neu addasu'r polisi o dan ystyriaeth fel na fyddai'n cael effeithiau andwyol, neu fel y byddai'n cael effeithiau llai andwyol, ar—</p> <p>(a) cyfleoedd i bersonau ddefnyddio'r Gymraeg, a</p> <p>(b) peidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.</p> <p>When you publish a consultation document which relates to a policy decision the document must consider, and seek views on, how the policy under consideration could be formulated or revised so that it would not have adverse effects, or so that it would have decreased adverse effects, on —</p> <p>(a) opportunities for persons to use the Welsh language, and</p> <p>(b) treating the Welsh language no less favourably than the English language.</p>	✓		
101	Safonau Llunio Polisi Policy Making standards	<p>Pan fyddwch yn comisiynu neu'n gwneud gwaith ymchwil y bwriedir i'ch cynorthwyo i wneud penderfyniad polisi, rhaid ichi sicrhau bod yr ymchwil yn ystyried pa effeithiau, os o gwbl (a pha un ai ydynt yn rhai positif neu'n rhai andwyol), y byddai'r penderfyniad polisi sydd o dan ystyriaeth yn eu cael ar—</p> <p>(a) cyfleoedd i bersonau ddefnyddio'r Gymraeg, a</p> <p>(b) peidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg</p> <p>When you commission or undertake research that is intended to assist you to make a policy decision, you must ensure that the research considers what effects, if any (and whether positive or adverse), the policy decision under consideration would have on—</p> <p>(a) opportunities for persons to use the Welsh language, and</p> <p>(b) treating the Welsh language no less favourably than the English language.</p>			✓

102	<p>Safonau Llunio Polisi</p> <p>Policy Making standards</p>	<p>Pan fyddwch yn comisiynu neu'n gwneud gwaith ymchwil y bwriedir i'ch cynorthwyo i wneud penderfyniad polisi, rhaid i chi sicrhau bod yr ymchwil yn ystyried sut y gellid gwneud y penderfyniad polisi sydd o dan ystyriaeth fel y byddai'n cael effeithiau positif, neu effeithiau mwy positif, ar—</p> <p>(a) cyfleoedd i bersonau ddefnyddio'r Gymraeg, a</p> <p>(b) peidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.</p> <p>When you commission or undertake research that is intended to assist you to make a policy decision, you must ensure that the research considers how the policy decision under consideration could be made so that it would have a positive effects, or so that it would have increased positive effects, on —</p> <p>(a) opportunities for persons to use the Welsh language, and</p> <p>(b) treating the Welsh language no less favourably than the English language.</p>			✓
103	<p>Safonau Llunio Polisi</p> <p>Policy Making standards</p>	<p>Pan fyddwch yn comisiynu neu'n gwneud gwaith ymchwil y bwriedir i'ch cynorthwyo i wneud penderfyniad polisi, rhaid i chi sicrhau bod yr ymchwil yn ystyried sut y gellir gwneud y penderfyniad polisi sydd o dan ystyriaeth fel na fyddai'n cael effeithiau andwyol, neu fel y byddai'n cael effeithiau llai andwyol, ar—</p> <p>(a) cyfleoedd i bersonau ddefnyddio'r Gymraeg, a</p> <p>(b) peidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.</p> <p>When you commission or undertake research that is intended to assist you to make a policy decision, you must ensure that the research considers how the policy decision under consideration could be made so that it would not have adverse effects, or so that it would have decreased adverse effects, on —</p> <p>(a) opportunities for persons to use the Welsh language, and</p> <p>(b) treating the Welsh language no less favourably than the English language.</p>			✓

Cynllun Gweithredu / Action Plan

Dylai camau gweithredu ddangos camau i'w cymryd i leihau neu, lle bo modd, ddileu unrhyw effaith negyddol ar yr Iaith Gymraeg.

Actions should demonstrate steps to be taken to reduce or where possible, eliminate any negative impact on the Welsh Language

Cam Gweithredu / Action	Pwy/ Who	Erbyn Pryd/ By When	Mesur Llwyddiant/ (sut y byddwn ni'n gwybod ein bod wedi cyflawni'r camau gweithredu) Success Measure (how will we know we have achieved the action)

Dyddiad Cwblhau'r Asesiad / Assessment Completion Date: December 2023

EQUALITY IMPACT ASSESSMENT FORM

Enw'r Polisi / Gweithdrefn Name of Policy / Procedure	Citizenship Code (inc. student disciplinary)				
Perchennog y Polisi Policy Owner (to complete this EIA)	Joe Baldwin				
Nod(au) a Phwrpas y Polisi Aim(s) and Purpose of Policy	Behaviour Expectations and Citizenship				
Ar bwy mae'r polisi hwn yn effeithio? Who does the policy affect?	Dysgwyr Learners	✓	Staff	✓	Y Cyhoedd / General Public

Equality characteristic	Positive impact	Neutral impact	Negative impact	Reason/comment
Age		✓		
Disability	✓			The College has a Fitness to Learn policy, designed to be a supportive measure for students who may have an additional learning need or a wellbeing need which may have a short term impact on engagement and/or behaviour.
Gender reassignment		✓		
Marriage and civil partnership		✓		
Pregnancy and maternity		✓		
Race		✓		
Religion or belief		✓		
Sex		✓		
Sexual Orientation		✓		

Date completed: December 2023

Signed by Manager completing the assessment: Joe Baldwin