Student Code of Conduct and Behaviour Policy

1. Introduction and Rationale

The Amala mission is to use the power of education to transform the lives of refugees, their communities and the world. To make our mission a reality, we foster a culture that is inclusive, trusting, and supportive and that prioritises the wellbeing of community members. We believe that everyone within Amala is responsible for developing this culture, through their everyday behaviours. The Student Code of Conduct and Behaviour Policy outlines the behaviours that we expect of anyone studying on the Amala High School Diploma programme, as well as behaviours that will undermine this culture and that we do not accept. It goes on to outline the procedure to be followed if a student fails to uphold the code of conduct.
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Amala proactively supports students in exhibiting appropriate behaviour. We acknowledge human fallibility and the possibility of ethical lapses due to various reasons. This policy recognizes this complexity while upholding trust in the Amala community's actions. Typically, breaches of conduct become learning opportunities, allowing students to grow as values-driven individuals. It also helps Amala understand pressures leading to breaches for ongoing improvement. Nonetheless, there might be cases demanding a reactive approach, particularly when student safety is at risk in the short term.

2. Student Conduct of Conduct

This section contains the Student Code of Conduct. The Student Code of Conduct is shared with students through the student handbook. Students are also required to sign a copy of the Code of Conduct, which is then kept on file.

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Policy Owner: Education Lead
Approved by: Amala Board of Trustees
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— Student Code of Conduct —

Introduction

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Code of Conduct

I recognise that when study on the Amala High School Diploma programme, I am considered as a community member and hold myself to the highest standards of professionalism and personal integrity. I agree to:

Foster an inclusive and trusting environment
- Treat all Amala community members with respect, regardless of their gender, ethnicity, age, immigration status, sexual orientation or any other aspect of their identity;
- Be open to different perspectives and feedback and use non-violent, constructive discussion to solve problems;
- Challenge the use of inappropriate language, unsafe or poor behaviour from other community members;
- Be sensitive to the customs and practice of other community members, while recognising that my responsibility to act in line with Amala's Safeguarding and Welfare Policy comes above local convention.

Act with integrity and professionalism
- Attend all in-person classes and complete all assignments by the agreed deadline. If you are unable to complete work in the time given, then you must reach out to your facilitator for discussion and support.
- When personal reasons arise that make participation challenging. In these cases you should always inform your facilitator of the situation and reasons for your lack of participation ahead of time. You should also plan with your facilitator how you will catch up on missed learning.
- Prioritise the learning of other students and the wellbeing of the community when making decisions;
- Safeguard from damage, misuse, loss or theft assets and facilities belonging to or used by Amala;
- Inform the Amala Data Protection Manager (polly@amalaeducation.org) of any security breach that will compromise the data of individuals;
- Be prepared to report any policy breaches on the part of Amala community members.

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- Uphold the highest levels of academic integrity by referencing the ideas of others appropriately and using ethical research practices.

Safeguard the wellbeing of Amala community members

- Take all measures possible to prevent harm to other students and other community members whether in an in-person setting (e.g. a classroom or learning activities taking place outside of Amala) or an online setting (e.g. Amala's learning platform);
- Maintain professional boundaries with facilitators and anyone in relation to whom I hold a position of power or responsibility due to my role as an Amala student (for example, vulnerable community members who are a part of my research project);
- Disclose to Amala anything which may impact on my suitability to continue on the programme;
- Use official Amala platforms for communicating with staff.

Behaviours that will not be tolerated

I understand that the following behaviours will not be tolerated within Amala and that they will lead to an immediate review of my place on the Amala High School Diploma Programme with the potential of being removed from the programme.

- **Violence and Anti-Social Behaviour:** Students who use - or threat to use - physical force towards others, who become involved in theft and other anti-social behaviour, or who act in a way that endangers the health and safety of each other may be expelled from the programme.
- **Harassment**: You are expected to treat other students and your facilitators with respect. Harassment and bullying in any form will not be tolerated.
- **Alcohol, Drugs and Smoking:** The consumption of alcohol and the possession and use of drugs are prohibited in spaces being used for Amala learning. Smoking in classrooms is not allowed. If you attend class while intoxicated, you will face disciplinary action.
- **Treatment of Facilitators:** Your facilitators are there to support you on your learning journey. Threatening behaviour towards facilitators will not be tolerated.

Reporting misconduct of others

The Amala Whistleblowing Policy should be used to report serious allegations about standards, conduct, financial irregularity or possible unlawful action of an Amala community member. If you want to make an allegation, you can do so by phone on +44 (0) 7490255772 or in writing to mia@amalaeducation.org. The whistleblower should state clearly that they are making a protected disclosure under the Policy. Amala will take appropriate action to protect a whistleblower who makes a serious allegation from any reprisals, harassment or victimisation. We will treat all allegations in confidence and will make every effort not to reveal a whistleblower's identity unless the whistleblower otherwise requests.

Agreement to Terms

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I understand Amala's Student Code of Conduct and declare that I agree to abide by its requirements and commit to upholding the standards of conduct required to support Amala's mission. I declare that by signing this Code of Conduct, I have read and understood all of Amala's policies relevant to my role as a student.

Name:
Date:
Signature:

— Student Code of Conduct Ends —

3. Developing appropriate conduct in students

We take a proactive approach to developing appropriate student conduct in the following ways:
- Socialising the code of conduct with students during induction and regularly revisiting the code of conduct.
- Workshops on how to avoid academic plagiarism and reference correctly.
- The learning programme itself builds upon the positive attitudes and values of students.
- 1-1 student-facilitator interaction that enables a proactive approach to dealing with challenges before they result in code of conduct breaches.

4. Disciplinary procedure

Most instances where students do not uphold the code of conduct can be transformed into learning experiences through dialogue and support. However, there are instances where students will have to enter the disciplinary process. The following table outlines instances where the procedure must be initiated and the step at which the student will enter the process.

Instance	Step at which the student enters the process
Where informal dialogue and support fails to address the issue and this is the first time the student has entered the disciplinary process	Step 1
Where informal dialogue and support fails to address the issue and this is the second or more times the student has entered the disciplinary process	Step 5
A serious breach of the code of conduct - refer to the student code of conduct for examples of behaviours that we will not tolerate.	Step 5

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Where informal dialogue and support fails to address the issue or where there is a serious breach of the code of conduct, it is necessary to initiate disciplinary procedures. This is to protect the reputation of Amala, the rights of other students, and the development of the student in question. This section outlines the procedure to be followed. Please take note of the following before reading through the procedure:

- Comprehensive notes should be kept throughout the process so that this can be added to the student's file and shared with the student for their own review.
- Meetings in this process should always have at least two members of staff present (ideally the programme coordinator/manager and the personal learning facilitator).

Step 1: The case is escalated to the Amala High School Diploma Programme Coordinator

- The member of staff dealing with the behavioural issue informs the Amala High School Diploma Programme Coordinator, providing as much information as possible.
- Amala High School Diploma Programme Coordinator decides whether to take it forward into the rest of the disciplinary process.
- If the member of staff dealing with the behavioural issue disagrees with the decision made, they should initially try to resolve the issue informally, however if that is not possible, an appeal can be made through the Complaints Policy.

Step 2: Formal notification of entry into the disciplinary process:

- The Programme Coordinator informs the student in writing (usually through email) that they are entering the disciplinary process and are to attend a disciplinary meeting with the programme coordinator and their personal learning facilitator (at least two members of staff should attend the meeting). They are given the reasons for entering this process. They are informed of the time and date of the meeting.

Step 3: First meeting of the disciplinary process:

- Comprehensive notes should be kept so that this can be added to the student's file and shared with the student for their own review.
- During the meeting, the following agenda is followed:
  - A discussion about how the student's behaviour has contradicted the expected principles that guide behaviour at Amala. The student should have the opportunity to clarify any details and mitigating circumstances.
  - A discussion about the reasons for the student's behaviour. The focus should be on supporting the student to vocalise potential reasons.
  - The development of a written action plan that supports the student in improving their behaviour and alignment with the guiding principles. The written action plan should outline agreements made, actions to be taken and a timeframe.
  - Arrangement of follow up meetings to monitor and evaluate and if necessary adjust the action plan.
  - An agreement for a final review meeting to exit the process.
  - An opportunity for the student to give feedback on the process so far.

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Step 4: Follow up meetings:

- Follow up meetings should centre on supporting the student in monitoring and evaluating their progress through their action plan.
- The follow up meeting should also assess the likelihood of the student being successful in exiting the disciplinary process on the current timeframe. Outcomes of this will include one of the following: 1. Continue with the current action plan and schedule 2. Minor adjustments to the action plan and schedule 3. Escalation of the case to the local leadership team for decision on student continuation on the programme. The following decision tree can be used to support this decision making process:
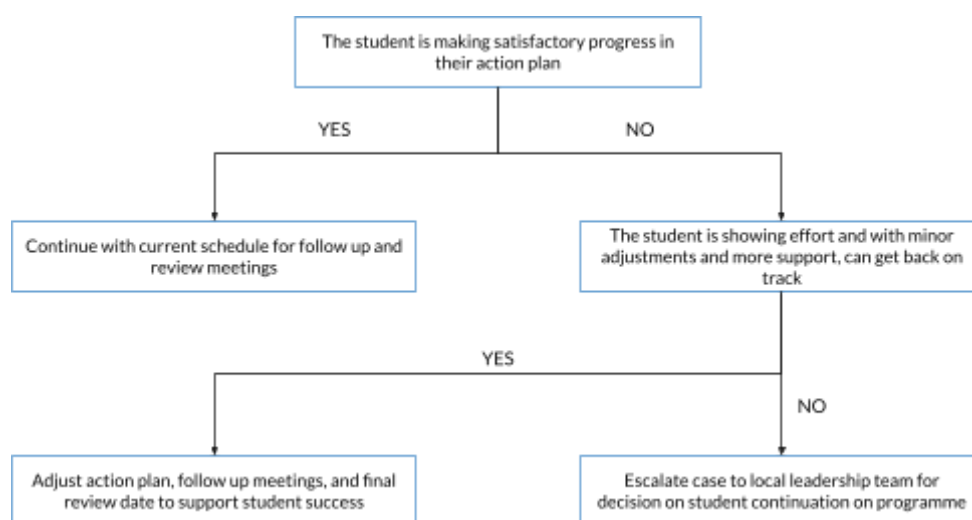
Step 5: Final Review Meeting:
- The final review meeting is an opportunity to discuss the progress the student has made and whether the progress has been satisfactory enough for them to exit the disciplinary process.
- The programme coordinator and personal learning facilitator make a recommendation to the local leadership team on whether the student should exit the disciplinary process, continue with the disciplinary process or be removed from the programme.

Step 6: Decision on exiting the disciplinary process or being removed from the programme
- The local leadership team take the recommendations from step 4 and other available evidence to decide whether:
  - Decision Option 1: The student exits the disciplinary process
    - The student has made satisfactory progress in addressing the issue around their conduct and exit the disciplinary process. For example, the student has shown willingness, effort and engagement with the process. They are approaching it with good will and a positive mindset. They are reminded that entering the process again is a serious matter that may result in expulsion from the programme.

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- ○ Decision Option 2: The student is removed from the programme
  - ■ The student has not made satisfactory progress and is showing little sign of willingness to address the issue at hand. The local leadership team decide to remove the student from the programme. The procedures for removing students from the programme are now initiated.

Related Policies and Procedures
Safeguarding and Welfare Policy
Data Protection Policy
Online Safety Policy
Team Code of Conduct

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