

Exclusion Policy



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August 2023

Responsible Directorate

Education

Our Vision



Transforming Lives of our learners

We seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them.



Transforming Lives of our colleagues

Our colleagues are supported with the very best professional development through our innovative ATT institute, allowing them to stay focused on learning and developing as practitioners whilst they progress in their careers. We share the very best practice across our community of academies to help build systems and processes that really work.



Transforming Lives in the communities we serve

We are committed to actively engaging with and addressing inequality in our local areas. We understand that every one of our academies and their diverse communities are different, so we aim to build a supportive, collaborative, and nurturing relationship with each whilst sharing our key values across our Trust.

Commitment to Education

Transparency and Integrity

Innovation and Improvement

Dedication to Inclusivity

Our Values

Commitment to Education

Our core purpose is to positively impact the lives of all our learners. Education will always be at the heart of everything we do.

Transparency and Integrity

We are proud of our success whilst being open and honest about our areas for improvement. Our actions are always ethical and in the best interests of all our stakeholders.

Innovation and Improvement

We are committed to innovative education- always moving forward and never standing still. Our learners are ambitious and prepared for a future that is constantly changing and developing.

Dedication to Inclusivity

Our learners are all different and all important to us. We aspire to support, challenge, and help each one of them reach their full potential, regardless of their background or level of ability.

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1. | Introduction

- 1.1 Academy Transformation Trust's exclusion policy aims to set out the process that will be followed and the additional considerations around suspensions and exclusions that the Trust will apply. Good behaviour and self-discipline lead to effective learning and help prepare children and young people for life beyond the school gate.
- 1.2 Where the Academy Transformation Trust's approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.
- 1.3 The Trust will always have regard to the Statutory Guidance on Suspensions and Exclusions (July 2022) when making decisions on suspensions and exclusions and will follow the law, as set out in the relevant *School Discipline (Pupil Exclusions and Reviews) (England) Regulation 2012* (as amended).
- 1.4 This policy should be read in conjunction with our *Behaviour Policy* and *SEND Policy*.

2. | Application of this Policy

- 2.1 This policy applies to all members of the Trust community. Each academy within the Trust will apply suspensions and exclusions in accordance with this policy and ensure that its contents are relayed to all staff, parents and pupils.

3. | Types of Exclusion

- 3.1 **Suspensions** (previously called *fixed-term exclusions*) are where a pupil is prevented from attending the school for a fixed period. At the end of the period, they are expected to return to school following a reintegration meeting. A pupil may receive a maximum 45 days of suspension in an academic year before being permanently excluded.
- 3.2 **Permanent exclusions** are where, subject to a decision of the governing body to reinstate the pupil to the school, the pupil is prevented from attending the school again. A decision to

permanently exclude will only be taken in response to a serious breach or persistent breaches of the school's behaviour policy and when allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

4. | Roles and Responsibilities

- 4.1 **All members of the Trust community** are expected to follow this policy. Roles, responsibilities, and expectations of each section of the Trust community are set out in detail below.
- 4.2 **The Principal-** All decisions to suspend or permanently exclude a pupil will be taken by the Principal after considering all the circumstances. Every decision made will be proportionate to the seriousness of the behaviour with reference to our *Behaviour Policy*.
- 4.3 **The Governors-** The Trust Board has delegated the responsibility for forming committees to review exclusions and suspensions when it is required to do so, it is requested by parents, or it is, in its view, prudent to review an individual decision, to local governors within any ATT academy. In each case, the decision of the relevant committee formed by the local governing board will be to decide whether to uphold the exclusion or suspension, or instead to reinstate the pupil to the school.
- 4.4 **Parents-** Parents will be informed without delay of any suspension or exclusion and there is an ability to make representations regarding any suspension or exclusion decision. Details will be provided on the rights parents have with every letter that is sent from the Principal.
- 4.5 **Pupils-** All pupils of ATT academies are expected to follow the expectations regarding their behaviour to ensure that all pupils can learn and participate in school life effectively. Where those expectations are breached, our *Behaviour Policy* will apply.

5. | CCTV, Witness Evidence and Pupil Views

- 5.1 ATT uses Close Circuit Television (**CCTV**) within its premises. This is to provide a safe and secure environment for pupils, colleagues, and visitors. If behavioural incidents are recorded on CCTV, the footage may be viewed as part of the investigation and the content considered before imposing a sanction. If CCTV is relied upon for a decision on a suspension or exclusion, then it

will be shown in some format (redacted as necessary) at any governor review meeting. Please see our *Data Protection Policy* and privacy notices for more information.

- 5.2 Where witness evidence is relied upon, whether from a pupil or a staff member, the statement(s) will be provided at any governor review meeting. All statements will be signed and dated unless the Principal has good reason to protect the anonymity of the relevant witness (for example, threats of reprisals).
- 5.3 Before making a decision to suspend or exclude and where appropriate, the Principal will take the pupil's views into account, considering these in light of their age and understanding, and inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil will be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker. The Principal will also take account of any contributing factors identified after an incident of misbehaviour has occurred.

6. | Reintegration Strategy Meetings

- 6.1 Where a pupil is suspended or is directed to be educated off-site, upon return to the school both the pupil and parents will be invited to a reintegration strategy meeting. The purpose of the meeting is to:
- offer the pupil a fresh start
 - help them understand the impact of their behaviour on themselves and others
 - teach them to how meet the high expectations of behaviour in line with the school culture
 - foster a renewed sense of belonging within the school community
 - build engagement with learning.
- 6.2 The meetings are designed to prevent further suspensions. School staff will work with the pupil to understand what led to the behaviour and to establish if any changes can be made or further support implemented from a pastoral or practical perspective that might reduce the chance of repeat behaviours. Previous behaviour is not seen as an obstacle to future success.
- 6.3 The school uses various measures to support a pupil's successful reintegration as set out in Appendix 6 of our *Behaviour Policy*.
- 6.4 Whilst reintegration meetings are highly encouraged, pupils will not be prevented from being admitted to the academy or being put in mainstream classes because a meeting has not taken place.

7. | Suspensions before a Permanent Exclusion

- 7.1 In exceptional circumstances, pupils may receive a suspension prior to a permanent exclusion. For each decision, the Principal will send the relevant letter setting out the rights of parents.
- 7.2 A suspension cannot be converted into a permanent exclusion, so any subsequent permanent exclusion is a separate decision due to commence immediately after the suspension has ended.
- 7.3 Exceptional circumstances may include where further evidence has come to light or where the incident was serious and time is required to fully investigate the circumstances and consider alternatives.

8. | Directing Off-Site and Managed Moves

- 8.1 Before taking any decision to permanently exclude a pupil, the Principal will consider whether a direction to attend alternative provision and/or a managed move as part of a planned intervention is a reasonable alternative that should be considered.
- 8.2 In cases where a pupil is directed to off-site to alternative provision, it is intended to be used as a short-term measure, forming part of the school's behaviour management strategy to improve a pupil's behaviour where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate. While parental consent is not needed, discussions would take place with parents to feed in their views about the options.
- 8.3 For a managed move to take place there must be agreement between the academy, the parents and the new school that the managed move should proceed. Before a managed move is agreed to, the pupil attends the new school for a trial period to ensure it is suitable for them. We will share relevant information with the new school and examine their integration strategy. At the end of this period, the relevant parties (including the parents) will review the placement before a decision is taken about whether the move becomes permanent.

9. | Independent Review Panels (IRPs)

- 9.1 Our Trust arranges its own IRPs. Requests for an IRP where a permanent exclusion has been upheld should be made to the Head of Local Governance, Sam Elms, by email to sam.elms@attrust.org.uk within 15 school days.
- 9.2 Further details on the role and powers of IRPs can be found in part ten of the *Statutory Guidance on Exclusions*.

10. | Reconsideration by the Governors

- 10.1 Where an IRP either recommends reconsideration or quashes the initial decision of the governing body, the decision will be considered within 10 school days. This may involve a rehearing with oral evidence given by the academy and parents, or may be a reconsideration with only the governors and the clerk present.

11. | Complaints

- 11.1 If parents have any concerns or complaints over the application or implementation of this policy, or feel they are being pressured into a managed move, they should raise their concerns with a staff member or the Principal in accordance with our *Complaints Policy*.
- 11.2 If the concern relates to an exclusion, the statutory procedure set out in the exclusions statutory guidance will be followed.

12. | Equality Impact

- 12.1 Our Trust does all it can to ensure that its policies do not discriminate against pupils or others, either directly or indirectly, in line with any *Equality Act (2010)* protected characteristics. This includes race, religion, disability, sexual orientation, and sex.

13. | Monitoring Arrangements

- 13.1 The Trustees and governors review data on suspensions and exclusions to ensure that the use of suspensions and exclusions is appropriate. The following are monitored by the governors to ensure the processes and support for pupils are appropriate:

- The interventions put in place for pupils at risk of suspension and permanent exclusion
- The processes in place for determining and reviewing directions to alternative provision and that such placements are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it
- The full-time educational provision for pupils of compulsory school age from the sixth consecutive school day of a suspension, in particular checking the provision is suitable and quality-assured to ensure that:
 - any previous placements have been evaluated, including support for any applicable SEND;
 - there is a process in place to monitor the pupil's attendance and behaviour at the provision
 - the correct attendance code is being used
 - the pupil's child protection file and any other information relevant to the pupil's safeguarding and welfare has been securely transferred to their new setting as early as possible.
- Whether there is any variation within the year on suspensions and permanent exclusions and the characteristics of pupils
- The cost implications of directing children to be educated off-site in alternative provision and whether there are any patterns to the reasons or timing of moves
- Whether the school register and absence codes have been recorded correctly
- How the behaviour policy is applied and specifically its consistency
- The circumstances in which pupils receive repeat suspensions
- Whether Personal Education Plans for looked after children have been reviewed on a termly basis.

Appendix 1- ATTFE Learner Sanctions Procedure

Introduction

ATTFE aims to provide a safe and supportive learning environment for learners and staff. At induction, full time learners sign the ATTFE Learner Agreement, which identifies the standard of learner conduct expected by ATTFE. Most minor breaches of the Learner Agreement are successfully resolved at an informal level, by swift and effective intervention. The following procedure has been developed, and shall apply to all learners at ATTFE, to deal with the minority of cases where informal intervention is not successful or appropriate. It consists of three stages:

- Stage 1 - Informal Resolution
- Stage 2 - Case Conference
- Stage 3 - Formal Disciplinary Procedure

Learner Disciplinary Procedure

Key Purpose and Objectives

The Learner Disciplinary Procedure is used when there is a particular concern that the learner is failing to meet expectations of the ATTFE Learner Agreement, whether academic or non-academic. The first 2 stages of the procedure are primarily designed to encourage the learner to improve attendance, work and/or behaviour with help from his or her tutors and other staff.

In cases of serious misconduct Stage 3, the Formal Disciplinary Procedure will be immediately implemented, without first going through stages 1 and 2 of the Disciplinary Procedure.

If a learner is under 18 years of age, the parent/guardian/employer will be advised in writing if there is a cause for concern about academic or non-academic behaviour or performance.

All records relating to the Learner Disciplinary Procedure will be retained on the learner's file until the end of their study with ATTFE.

Stage 1 - Informal Resolution

Where the academic and/or non-academic conduct of the learner is giving cause for concern the tutor or other member of staff will report this concern using the Code of Conduct recording form.

The tutor will discuss matters with the learner and the learner will agree an action plan to be achieved over the following 2 working weeks. In certain circumstances this can be extended to 4 weeks. Support will be offered, where appropriate, to help the learner achieve the necessary improvement. This action plan should be recorded on the Code of Conduct Recording form and signed by the tutor and learner.

A copy of the Code of Conduct Recording form, with the action plan should be:

- Given to the learner
- Placed on the learner file

- Sent to parent/guardian (if the learner is under 18)
- Sent to the Curriculum Manager
- Sent to the Principal of Further Education or other member of staff as applicable.

At the end of the agreed period (2-4 weeks) a meeting will take place with the tutor and the learner to review the action plan.

If the action plan is completed satisfactorily the Disciplinary Procedure stops at Stage 1, and evidence is recorded on the learner file.

If the learner has failed to show the required improvement, the tutor will advise the Curriculum Manager (or their nominee), who will call a Case Conference.

Stage 2 - Case Conference

Reasonable notice of the date/time/place of the Case Conference together with an invitation to attend will be given to:

- The learner
- The parent/guardian (if the learner is under 18)
- The tutor and/or other relevant staff.

The Curriculum Manager (or nominee) will chair the Case Conference. Issues giving rise to the Case Conference will be discussed and a further action plan will be agreed and recorded on the Code of Conduct recording form (Stage 2) and signed by the Curriculum Manager and learner, with progress to be reviewed after 2 working weeks.

The Curriculum Manager (or nominee) will send written confirmation of the agreed action plan, to:

- The learner
- The parent/guardian (if the learner is under 18)
- The tutor or other member of staff as appropriate.

After 2 working weeks a review of the actions agreed at the Case Conference will take place with the learner.

If the action plan is completed satisfactorily and signed off by the learner and Curriculum Manager, then the Disciplinary Procedure stops at Stage 2, and evidence is recorded on the learner file.

If after 2 working weeks there is no evidence of improvement/progress:

- The learner may decide to withdraw from the subject/course and be referred to the CEIAG team
- Or**
- The Formal Disciplinary Procedure (Stage 3) may be invoked by the Principal of Further Education or nominated representative.

If the learner has made some progress towards complying with the agreed course of action, the Curriculum Manager (or nominee) may agree a 2-working week extension to allow for completion.

Written notice of the decision to grant an extension will be given to:

- The learner
- The parent/guardian (if the learner is under 18)
- The tutor
- The Principal of Further Education or other member of staff concerned (if applicable).

If at the end of the 2-working week extension the learner has failed to comply with the agreed course of action the learner may decide to withdraw from the subject/course. Otherwise, the Curriculum Manager (or nominee) will inform the Principal of Further Education and the Formal Disciplinary Procedure will be invoked (Stage 3).

Stage 3 – Formal Disciplinary Procedure

Criteria

This will be followed when Stages 1 and 2 of the Disciplinary Procedure have not been successful and/or when it is alleged that serious misconduct has occurred and a learner is immediately moved to the formal process, without going through Stages 1 and 2. The following lists some examples considered to be serious misconduct, but is not comprehensive or exclusive:

- Failure to comply with Stages 1 and 2
- Conduct which constitutes a serious breach of ATTFE safety regulations and which puts / might have put staff and/or learners at risk
- Conduct of a violent or potentially violent nature
- Being under the influence of alcohol, drugs or other substances on ATTFE premises
- Serious harassment, discrimination (e.g. racial or sexual) or bullying
- Illegal computer misuse/hacking
- Serious plagiarism / cheating in academic work (see Learner Agreement)
- Theft
- Damage to ATTFE Property
- Other conduct, which might be damaging to the reputation of ATTFE.

Serious misconduct alleged to have occurred on ATTFE premises, on ATTFE educational visits or on ATTFE transport is covered by this procedure. A criminal conviction, whether or not it occurred on ATTFE premises could also lead to this Disciplinary Procedure being invoked.

Procedure

If a learner has failed to comply with Stages 1 and 2, or serious misconduct has taken place, then the following procedure should be implemented by the Principal of Further Education.

In some cases the learner will be suspended, pending a formal investigation into the allegations. ATTFE will appoint a member of staff to investigate and undertake a thorough investigation into the facts and accompanying evidence.

The learner shall be notified in writing that he/she is required to attend a disciplinary hearing. Learners should normally be given a minimum of 5 working days between receipt of the letter and the date of the hearing to enable them to prepare.

The letter shall:

- set out the allegations being made;
- enclose copies of all reports, statements and other evidence arising from the investigation,
- which will be considered at the hearing;
- advise the learner (and his/her parents, if under the age of 18) of his/her right to be accompanied but that the accompanying person may not be acting as a legal representative;
- advise the learner of the right to provide witness statements at the hearing and, if so, supply
- names of such witnesses and the statement from each such witness;
- advise the learner of his/her right to call witnesses to the hearing, in support of his/her case
- and that names of witnesses must be supplied to ATTFE in advance of the hearing;
- attach a copy of, or include a signpost to the Disciplinary Procedure.

The learner must indicate prior to the date of the meeting that he/she will attend the hearing and inform ATTFE of the name of the person who will be accompanying him/her (if any) and of any witnesses. If the learner and/or his/her representative fail to attend the hearing without good reason, then the hearing will proceed in their absence.

The Disciplinary Hearing shall be heard by a panel of at least 2 members of ATTFE staff. A note of the hearing must be taken and retained as part of the documentation of the case.

Disciplinary Hearing Procedure

The case will normally be heard within a maximum of 10 working days of the learner being notified of the hearing. The investigating staff member will be responsible for presenting the evidence to the panel. He or she will state the case in the presence of the learner (and representative if present).

Witnesses (arranged prior to the hearing) may be called in support of the case. When the investigating staff member and any witnesses called have given evidence, they may be questioned about the evidence, by the learner (or representative if present). The Panel may also ask questions on the submitted evidence.

After completion of the above stages any witness(es) will be:

- instructed not to discuss the case with anyone until after the hearing has been concluded
- asked to leave the meeting.

The learner (or representative) will state his/her case in the presence of the investigating staff member. Witnesses (arranged prior to the hearing) may be called by the learner (or representative) in support of the learner's case.

When the learner and any witnesses called have given evidence, they may be questioned by the Panel.

After completion of these stages, the witnesses will be similarly advised as above. The investigating staff member shall have the opportunity to summarise their position. The learner (or representative) shall have the opportunity to summarise their position.

The learner (and representative if present) and the investigating staff member will withdraw. The panel will deliberate in private. If recall of the investigating staff member or learner (and representative) is necessary to clarify points, then they can be called. The decision is that of the Panel alone.

To ensure the disciplinary penalty is reasonable, account will be taken of:

- the learner's previous disciplinary and academic record
- the penalty imposed in similar cases in the past, though each case will be decided on its merits and the Panel will exercise discretion in this
- any mitigating circumstances which might make it appropriate to lessen the severity of the penalty.

The decision of the hearing will be communicated to all parties within 2 working days. If the learner is permanently excluded, the procedure outlined in Appendix D will be followed.

Where a learner is not permanently excluded following Stage 3, an action plan may be reinstated on the Code of Conduct Recording form. Failure to comply will result in immediately progressing again to Stage 3 of the Disciplinary Procedure as decided by the Curriculum Leader.

Any fixed-term exclusion from ATTFE, during this process, should not result in any learner losing the opportunity to take part in any public examinations or external assessment for which the learner is entered as a candidate.

If the learner is permanently excluded, they will be withdrawn as in the meaning of the ESFA Funding Regulations from time to time in force with immediate effect, the right to participate in external assessment is forfeit and the exclusion will be recorded on the learner file. ATTFE will keep a record of exclusions.

Appendix 2- Model Letter for 'Note of Disciplinary Hearing'

(Date)

(Name and address)

Dear

Following an allegation of and a subsequent investigation into this allegation, I am writing to inform you that a disciplinary hearing will take place on at

You may bring a representative to this hearing; a friend, relative or a learner representative. If you wish to bring a representative, please inform us 2 working days in advance of their name/status/relationship to you for safeguarding purposes. You are also entitled to call witnesses in support of your case. If you wish to bring a witness(es), please inform us 2 working days in advance of their name/status/relationship to you for safeguarding purposes.

<IF RELEVANT> The member of staff investigating this case will be calling the following witnesses:

- Name
- Name

Their statements are enclosed.

I have enclosed a copy of the Learner Disciplinary Procedure and all documentation from the investigation. These will be considered at the hearing.

Yours sincerely

(Principal of Further Education)

Cc:

Personal/Course Tutor

Curriculum Manager

Parents/Guardian (if under 18)

Appendix 3- ATTFE Code of Conduct: Recording Form

Learner Name	
Tutor Name	
Course	

Reason(s) for concern	Tick	Comments
Absence		
Lateness		
Lack of work		
Attitude/behaviour		
Other		

Stage 1		
Date of discussion		
Discussion notes		
Agreed targets/ outcomes/ actions		
I agree to meet the agreed targets/ outcomes/ actions	Learner signature	
	Print name	
	Date	
	Staff signature	
	Print name	
	Date	

Stage 2		
Date of meeting		
Discussion notes & supporting evidence		
Agreed targets/ outcomes/ actions		
I agree to meet the agreed targets/ outcomes/ actions	Learner signature	
	Print name	
	Date	
	Staff signature	
	Print name	
	Date	

Stage 3	
Date of hearing	
Notes	
Outcome	
Learner signature	
Date	
Principal signature	
Date	

Appendix 4- Learner Agreement

At ATTFE each student is valued as an individual. ATTFE will strive to:

- Treat you respectfully
- Help you choose the right course
- Help you fulfil your potential
- Teach you and support your learning effectively, and provide meaningful feedback
- Develop productive working relationships with you
- Give you the support that you need to succeed
- Set targets for you which are challenging but achievable
- Ensure assessments and reviews are clear and regularly carried out, with feedback provided
- Provide resources which meet your learning needs
- Liaise with parents, employers and outside bodies as appropriate to support your progress and provide information
- Provide advice and guidance on further progression opportunities, when your course finishes
- Deal promptly with any complaints you have.

All the Trust's policies are available on request. Forms for complaints are available from the campus receptions.

PLAGIARISM

The Trust and exam boards will not tolerate plagiarism or other forms of academic cheating. In addition to the normal checks we will actively sample student work with anti-plagiarism software. Any learner found to be cheating will face appropriate disciplinary procedures.

Please see Appendix 5 of this agreement for further information on academic misconduct.

We want you to succeed on your course. You will need to:

- Behave in a way that shows respect for others and their right to learn and work
- Attend all timetabled activities punctually, and report/account for any absences or lateness
- Take responsibility for your learning by bringing all you need to classes and by participating fully in all learning activities and review processes.
- Make learning successful by:
 - Abiding by ICT usage policies (these will be provided for you to sign)
 - Completing your work to the best of your ability by agreed deadlines
 - Producing work which conforms to the plagiarism guidelines

- Behaving in a way that ensures everybody learns productively
- Working co-operatively with others
- Seeking help when you need it and taking the support offered
- Play an active part in promoting Equality and Diversity by:
 - Refusing to take part in behaviour which degrades others
 - Reporting inappropriate behaviour
 - Refusing to take part in any behaviour that discriminates against others including bullying and harassment and to report any such incidents that you become aware of
- Help to make the learning environment a safe and pleasant place for all by:
 - Following all Health and Safety guidelines
 - Taking care of buildings, furniture and equipment
- Pay fees promptly where required.

Please remember:

- Mobile phones must be switched off in teaching and learning areas, except when used at the request of a tutor for learning purposes
- Smoking is not allowed anywhere on the campuses
- All litter should be put in the bins provided
- No computer hacking or misuse is accepted
- No alcohol or illegal drugs or misuse of prescribed drugs is accepted.

I confirm that I will meet these expectations.

Learner Name (please print):

Signed:

Date:

Appendix 5- Academic Misconduct

Academic Misconduct is the term which covers cheating, copying or plagiarism, misuse of ICT and collusion.

Examples of minor cases of copying or plagiarism might be:

- Copying one/two sentences or a diagram from someone else's work
- Copying small amounts of text which does not make a significant contribution to the overall work from books without acknowledging where it came from
- Downloading small amounts of information from the internet without acknowledging the source
- Not referencing work properly.

Examples of more serious cases might be:

- Extensive copying from books or the internet which makes a significant contribution to your work without acknowledging the source
- Breaking copyright law
- Copying or plagiarising from other learners' work, or professional papers, where this is done with the other learner's full knowledge, they may also be the subject of misconduct proceedings
- Downloading large amounts of information or model answers from the internet and passing them off as your own
- Buying, selling or stealing work
- Using other learners' work from previous years
- Communicating in any way with others during assessments taken under controlled conditions when this is not permitted e.g. using mobile phone technology or written notes with the intention of using the materials in assessments
- Getting someone else to produce part or all of the work submitted
- Fabricating results e.g. in experiments, research, interviews, and observations.
- Forging a signature on a document.

Cases of Academic Misconduct will invoke the Learner Disciplinary Procedure and may lead to some or all of a learner's work being disqualified and/or learner being removed from a course.