

CURRICULUM AND QUALITY COMMITTEE REPORT

Subject: Student Discipline Report 2019-2020	Purpose: For Approval <input type="checkbox"/> For Discussion <input type="checkbox"/> For Information <input checked="" type="checkbox"/>																						
Prepared by: J Gracie	Date: 6/10/2020																						
Purpose: This report provides the Committee with a short explanation of the disciplinary levels and the total numbers of disciplinary actions taken during academic year 2019-20. A comparison to the number of disciplinary actions during academic years 2017-18 and 2018-19 is included.																							
Linked to Strategic Ambition: Create high quality learning and training opportunities which are relevant, enabling and flexible																							
Executive Summary: The following table shows the number of disciplinary actions taken during academic year 2019-20 and a comparison with the previous two years. <table border="1" data-bbox="311 1016 1244 1328"> <thead> <tr> <th></th> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>Final Written Warnings</td> <td>9</td> <td>22</td> <td>21</td> </tr> <tr> <td>Temporary Exclusions</td> <td>8</td> <td>6</td> <td>6</td> </tr> <tr> <td>Disciplinary Hearings</td> <td>10</td> <td>6</td> <td>5</td> </tr> <tr> <td>Permanent Exclusions</td> <td>4</td> <td>2</td> <td>0</td> </tr> </tbody> </table>					2017-18	2018-19	2019-20	Final Written Warnings	9	22	21	Temporary Exclusions	8	6	6	Disciplinary Hearings	10	6	5	Permanent Exclusions	4	2	0
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The attached sheet provides information on the reasons for disciplinary action. There is no activity after 17/2/20 as COVID 19 restrictions started in March 2020 and no further formal disciplinary action took place.																							
Recommendation: None																							
Previous Committee Approvals: N/A																							
For publication <input checked="" type="checkbox"/>	For publication with redactions <input type="checkbox"/>	Not for publication <input type="checkbox"/>																					