

# Promoting Positive Relationships and Supporting Behaviour 2021/22

APPROVED BY (SELT) ON (November 2021)

Applies to:

Harrogate College	X
Leeds City College	X
Keighley College	X
Leeds Conservatoire	
White Rose Academies Trust	

## CHANGE CONTROL

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## 1. POLICY STATEMENT

Behaviour expectations are included in student induction, and we recognise that positive behaviour needs to be modelled and can be learned. Our **I'm In** strategy means that all staff and students have a responsibility for the inclusive culture in college. The college Personal, Social, Health and Citizenship Education (PSHCE) curriculum, which is delivered through group tutorial for study programmes and is embedded themes for adult learners, reinforces the expectations and provides the space for debate and discussion, as well as information about how students can access support where needed. We apply a fair and consistent approach to behaviour that is appropriate to the needs of students and their circumstances, which we set out in this policy.

The College mission is to create learning environments where every student can reach their full potential. This policy should be read alongside the Teaching, Learning and Assessment Strategy and the Attendance Strategy, both of which promote positive experiences and relational warmth as a key feature in student achievement. This policy draws on practice informed by restorative approaches, including the Future in Mind Leeds strategy to improve young people's emotional and mental health and evidenced based research.

The policy is for all Further Education students, including students of the University Centre, and will be applied equitably: that means that not every student will be treated the same, but that our approach will acknowledge the different support needs and experiences of our students. It sets out the processes for addressing poor behaviour where a formal resolution is needed, which includes use of student behaviour agreements and a three-stage behaviour process. Following the behaviour policy is the responsibility of every member of staff.

The policy applies to students whilst on campus, or whilst associated with the college. Student behaviour on trips and visits, placement, in local neighbourhoods, on public transport or on social media, is considered within the behaviour expectations and students may be held accountable in the same way as if in college buildings.

Key Stage 4 students enrolled at the colleges 14+ Academy, Supported Engagement (Mabgate) and School Partnerships must refer to additional processes and procedures found in the appendices with reference to statutory school age students.

**14-16 Appendix to be added**

## 2. POLICY AIMS

This policy seeks to ensure that we have:

- a culture of mutual respect, tolerance, democracy, individual liberty and shared expectations, consistent with British values
- a safe learning environment for all members of the college community free from health and physical risks, bullying or harassment
- an environment that is welcoming, friendly and supportive that promotes good attendance, punctuality and student progress both on campus, in work placements and online
- an approach and response to behaviour which is based on recognising and overcoming, where possible, the ecological and environmental factors that affect students' lives

➤ **3. EXPECTATIONS AND STANDARDS OF BEHAVIOUR**

**3.1 College Values**

Students and staff are expected to uphold core values designed to foster a culture of respect and well-being, high expectations and aspirations. The standards of behaviour expected from students are based on these values, and our behaviour policy recognises the college’s responsibility for the wellbeing of both our students and our staff.

Each of the FE Colleges has its own set of values and behaviours, as demonstrated below.

Leeds City College	Keighley College	Harrogate College
<ul style="list-style-type: none"> <li>➤ Inspiring</li> <li>➤ Passionate</li> <li>➤ Aspirational</li> <li>➤ Celebrate Individuality</li> <li>➤ Respectful</li> <li>➤ Collaborative</li> </ul>	<ul style="list-style-type: none"> <li>➤ Excellent</li> <li>➤ Dynamic</li> <li>➤ Collaborative</li> <li>➤ Empowering</li> <li>➤ Enterprising</li> <li>➤ Aspirational</li> </ul>	<ul style="list-style-type: none"> <li>➤ Respectful</li> <li>➤ Kind</li> <li>➤ Collaborative</li> <li>➤ Honest</li> <li>➤ Responsive</li> <li>➤ Organised</li> </ul>

Below is a table outlining some of the key expected standards of behaviour, linked to each of the College values.

Our Values	I’m In Values – Expected Standards of Behaviour	Behaviour not meeting expected standards may include
<b>Welcoming / Organised</b>	<ul style="list-style-type: none"> <li>● Wearing ID badges and lanyards so we know you’re part of the college community</li> <li>● Coming to class prepared</li> <li>● Ensuring a safe environment by following instructions</li> <li>● Being prepared for and taking part in lessons and enrichment activities</li> <li>● Being part of <b>I’m In</b> and <b>I’m in Green</b></li> <li>● Dressing appropriately for a college or work environment</li> <li>● Complying with college rules for face coverings, temperature checks and maintaining high standards of personal and environmental hygiene</li> <li>● Ensuring you are concentrating on the task at hand</li> </ul>	<ul style="list-style-type: none"> <li>● Lending or borrowing badges</li> <li>● Not wearing protective clothing and/or uniform specified by staff including face coverings and PPE (unless exempt, where badges are provided)</li> <li>● Not following safety instructions</li> <li>● Being under the influence of drugs or alcohol</li> <li>● Being in possession of drugs or alcohol.</li> <li>● Eating or drinking in classrooms (except water bottles) unless specified during social distancing measures.</li> <li>● Spitting</li> <li>● Intentional and repeated breach of social distancing or campus safety measures including</li> </ul>

		one-way systems and 'bubble' protocols
<b>Passionate / Empowering</b>	<ul style="list-style-type: none"> <li>• Being prepared to learn and taking an active part in lessons and workplace activities</li> <li>• Working hard to achieve agreed targets and goals</li> <li>• Asking for help and helping others when needed</li> </ul>	<ul style="list-style-type: none"> <li>• Not attending lessons</li> <li>• Being late to lessons</li> <li>• Not taking part in learning activities</li> <li>• Not submitting work on time</li> </ul>
<b>Respectful / Kind / Honest</b>	<ul style="list-style-type: none"> <li>• Keeping communication positive and restorative, and giving someone your full attention when speaking to them</li> <li>• Being kind to others</li> <li>• Demonstrating mutual respect and tolerance of different faiths and beliefs in behaviour and language, including awareness of the impact of negativity on other people</li> <li>• Valuing and respecting the college environment and resources, which are there for all students and staff</li> <li>• Being honest</li> <li>• Positively contributing to an environment free from bullying and harassment</li> <li>• Always acting within the rule of law</li> <li>• Accepting other people have different views</li> <li>• Looking for opportunities to help people every day</li> <li>• Taking the time to be interested in the people around you</li> </ul>	<ul style="list-style-type: none"> <li>• Physical or verbal abuse or intimidation of staff, students or visitors to college</li> <li>• Harassment, bullying or discriminatory behaviour including: emotional, physical, sexual and verbal abuse and gestures</li> <li>• Swearing, oppressive or intolerant language, taunts, literature or graffiti</li> <li>• Invasion of personal space either by unwanted or inappropriate touching, proximity or making unwelcome comments</li> <li>• Online bullying in or out of college including messaging, email, social or learning platform misuse</li> <li>• Possession and circulation of offensive materials</li> <li>• Misuse of digital technology and equipment</li> <li>• Mistreating college property</li> </ul>
<b>Aspirational / Enterprising</b>	<ul style="list-style-type: none"> <li>• Trying new ideas, events and activities</li> <li>• Being creative</li> <li>• Enjoying and achieving new learning challenges</li> <li>• Being flexible and working with others collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>• Not engaging with learning opportunities</li> <li>• Unexplained poor attendance or punctuality</li> <li>• Behaving inappropriately at a college event or activity organised internally or externally</li> </ul>
<b>Collaborative</b>	<ul style="list-style-type: none"> <li>• Sharing ideas and providing support</li> <li>• Looking for opportunities to help others</li> <li>• Demonstrating fairness</li> <li>• Being punctual for team activities and participating positively</li> <li>• Collaborating in rules and initiatives designed to promote a healthy and safe environment for the college community</li> <li>• Actively seeking out different people across the college who may know more or have a different perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Persistently disrupting the learning of other students.*</li> <li>• Fighting or threatening behaviour</li> <li>• Not attending arranged meetings or support sessions</li> <li>• Not following instructions which protect health, safety and wellbeing of the college community</li> </ul>

<b>Accountability / Responsive</b>	<ul style="list-style-type: none"> <li>● Setting and achieving appropriate targets</li> <li>● Taking responsibility for own progress, particularly outside class time</li> <li>● Completing coursework assignments and meeting deadlines</li> <li>● Providing and responding to constructive feedback</li> <li>● Taking responsibility for personal safety and wellbeing</li> <li>● Listening to feedback and acting on it</li> <li>● letting people know your progress and actions</li> </ul>	<ul style="list-style-type: none"> <li>● Not meeting course deadlines without explanation or agreement</li> <li>● Theft from the college or a member of the college community</li> <li>● Plagiarism or cheating</li> <li>● Fraudulent behaviour</li> <li>● Abusing college computers or internet facilities</li> <li>● Carrying any weapon</li> </ul>
<b>Celebrate Individuality</b>	<ul style="list-style-type: none"> <li>● Valuing ourselves and others</li> <li>● Recognising and respecting individual differences</li> <li>● Celebrating the successes of others</li> <li>● Showing commitment to equality and diversity in college</li> </ul>	<ul style="list-style-type: none"> <li>● Name calling, 'hate' language or oppressive, intimidating language or behaviour to or about others, including but not limited to protected characteristics**, body image, neurodiversity or ability</li> <li>● Promoting extremist views</li> </ul>
<b>Inspiring / Excellence</b>	<ul style="list-style-type: none"> <li>● Being dedicated and striving for excellence shown in great attitude to learning</li> <li>● Having ambition to succeed and being a role model to others</li> <li>● Taking responsibility for career pathways and working towards personal effectiveness</li> <li>● Daring to dream</li> </ul>	<ul style="list-style-type: none"> <li>● Not following the college policy</li> </ul>

\* Persistently refers to a pattern of behaviour which would normally be more than three occasions. Where there is a serious or extreme behaviour incident, provision is made to escalate through the process.

### 3.2 Additional information about Equality, Diversity and Inclusion

\*\* It is against the law to discriminate against someone because of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

These are called protected characteristics and **Equality Act 2010** makes these types of discrimination (including name calling or abusive language) unlawful. There are hyperlinks to further information.

## 4. BEHAVIOUR NOT MEETING EXPECTATIONS

When a colleague comes across behaviour which does not meet expectations, it is their responsibility to intervene. Our aim is to work restoratively, to de-escalate incidents and resolve conflict, repair harm and seek positive outcomes for all parties involved. Supporting students with challenging behaviour is not easy, and training for staff in how to use restorative approaches in their work and in classroom management is available through the Teaching and Learning, Student Life or Organisational Development teams.

Where a student's behaviour causes risk to themselves or others, the student may be asked to leave the immediate environment and the staff member will talk through the risk with them, ideally in a quiet space. Depending on the circumstances, a student may be asked to leave the college (all sites) immediately for the remainder of the day. The staff member must then refer the incident immediately to the Course Leader / Programme Manager, or their deputising member of staff, for follow up action.

For some students a behaviour improvement agreement and / or risk assessment may be identified as a support need and recorded accordingly on ProSolution.

### 4.1 Examples for behaviour not meeting expectations

Note these are examples and not a comprehensive list. Note: this policy is not a substitute for safeguarding – all safeguarding related concerns follow the usual Cause for Concern process specified in the Safeguarding Policy.

#### Aggressive Behaviour

- **Verbal aggression, physical aggression and fighting**
  - Respectful communications are a key to developing positive relationships. Where staff observe swearing or abusive language in shared spaces, including classrooms, they should appropriately and respectfully challenge, using restorative approaches.
  - Where any form of aggressive or bullying behaviour is linked to the victim's protected characteristics, this should be recorded under '**discrimination and hate crime**'. The student should be referred to the department pastoral lead and this policy followed, recognising the need for any reasonable adjustment.
  - If students are demonstrating threatening or intimidating behaviour towards either students, staff or visitors to the college, de-escalation techniques should be used to support the safety of all. Please refer to the 'Physical Intervention and Contact Policy' for information about this, and how to use physical intervention if needed. The student will be suspended pending an investigation/ action. This includes unhygienic actions or malicious intent likely to spread disease, such as spitting or intentional soiling of toilets
- **Damage to property**
  - A student purposefully damaging college property or having disregard to the building, fixtures and fitting may be charged for the cost of any damage they incur as part of any informal or formal meeting

#### Discrimination or hate crime

- **Verbal, physical or online**



- Discriminatory behaviour towards others based on their protected characteristics is not accepted. This behaviour may be verbal, physical, or take place online. This includes:
- **Homophobia** (abuse due to a person's sexual orientation or perception of this) and homophobic bullying
- **Transphobia** (abuse of trans identifying people or those questioning their gender) and transphobic bullying
- **Sexism**– bullying because of someone's gender or sex, or use of misogynistic behaviour or language
- **Racism** - discrimination due to a person's race or perceived race
- Discrimination because of **language, cultural or religious differences**
- **Ableism** - discrimination to a person's ability or neurodiversity
- A student who has demonstrated this behaviour should be referred to the department pastoral lead for action. Support and advice should be sought from the Equality Diversity and Inclusion team if required.
- Please note that any crime can be prosecuted as a hate crime if the 'offender' has either demonstrated hostility, or been motivated by hostility, based on race, religion, disability, sexual orientation or transgender identity.

## **Commitment to Study**

### ➤ **Attendance, Punctuality, Work submission and Persistent disruption:**

- Students are expected to attend punctually, engage actively in learning and behave respectfully in shared spaces.
- The Teaching, Learning and Assessment (TLA) strategy outlines how teachers and delivery staff engage students in learning and where support could be offered.
- Teachers are responsible for identifying any learning support needs, with the support of course leaders, and putting in place relevant actions and adjustments. Lack of engagement in learning or inappropriate behaviour may be the result of unmet support needs. Reasonable adjustments should be considered, such as using Read&Write, dyslexia-friendly print or allowing breaks.
- Adjustments may include learning support, behaviour support, referral to the stay safe and wellbeing team, guidance around suitability of the programme, consideration of wider personal circumstances. Contact with parents for students aged under 18, aged 19 on a study programme or with an Education Health Care Plan (EHCP) aged 25 and under should be made where appropriate, and support plans agreed.
- Students are expected to comply with campus specific rules and protocols around social distancing, health and wellbeing.

### ➤ **ID badge:**

- Correct identity cards and lanyards should be worn at all times outside of clothing when on college premises, other than in practical/ vocational classes. This supports with safeguarding all students and staff. Further information is available in the [Visual Identification Policy](#). If a student repeatedly fails to wear their ID badge, a student behaviour agreement should be put in place.

### ➤ **Clothing, PPE and uniform:**

- Students should wear respectful clothing appropriate to a learning environment.
- Students must wear protective clothing/uniform specified by the course.

- Students must wear face coverings and other personal and protective equipment (PPE) as specified in college buildings and whilst on trips, visits or placements.
- **Malpractice and Plagiarism:**
  - Malpractice is any irregular conduct on the part of a student or staff which gives unfair advantage or disadvantage to a student or group of students.
  - Plagiarism is a form of malpractice. It is defined as a practice that involves knowingly taking and using another person's work and claiming it, directly or indirectly, as your own.
  - Malpractice and plagiarism of any nature is treated seriously and students may face both formal and awarding body action. Further information for FE students can be found in the 'Suspected Malpractice and Plagiarism Policy', and for HE students in the 'Academic Misconduct Policy'.

## **Bullying**

- **Physical, emotional and cyber**
  - The college takes bullying and harassment seriously. This may be due to factors including poverty, body image, ability or related to health and wellbeing including repeated and malicious lack of respect for social distancing.
  - Bullying can take many forms including **physical, emotional, and online/cyber** bullying, whether it has taken place inside or outside of college. It includes use of aggressive and derogatory language and may be directed at students or staff.
  - Note that where bullying/harassment is due to the victim's protected characteristics this would constitute **discrimination or hate crime**.
  - All reports of bullying and harassment will be referred to the departmental pastoral lead for investigation and action. Bullying must never be ignored, and the victim must be offered support.
  - We will use restorative approaches and mediation wherever appropriate. For support with restorative meetings, contact the Student Life team. Restorative Practice training is offered throughout the year in taught sessions and by request to Organisational Development team, or the Restorative Practice Champion. Staff can also access the Restorative Practice e-learning module.

## **Prohibited items and criminal activity**

- **Alcohol, drugs and other substances**
  - It is prohibited to bring alcohol, drugs, illegal substances or substances which may be misused, onto college premises.
  - Any items should be confiscated and disposed of taking advice from police officers where appropriate. Information is available in the 'Physical Intervention and Contact' Policy about carrying out searches.
  - Students should not be under the influence of drugs or alcohol whilst in college.
  - A student suspected to be under the influence of drugs or alcohol will be suspended for the day, supported to return home safely, and parents/carers informed where the student is under 18 (or age 25 with EHCP).
  - The student will be referred to the departmental pastoral lead, who will review the incident and put in place relevant support actions.
  - Students suspected to be dealing or supplying drugs (including for no financial benefit) will be suspended immediately, pending investigation. The police will be informed.

- Students in possession of drugs will be referred to external support and will face behaviour action except in exceptional circumstances.
- **Weapons**
  - It is an offence to carry a knife or offensive weapon. Any breach in this will result in formal action and the police being called.
  - If a student is suspected of carrying a weapon, refer to the 'Physical Intervention and Contact Policy' search policy.
  - The Head of Department or Campus Lead should be alerted
  - It is the responsibility of all staff to keep themselves and students safe. If necessary, staff should clear the immediate area. In the case of immediate danger, call 999.
- **Theft**
  - Students who steal may face formal action, including referral to the police if appropriate.
- **Fraud**
  - Any cases of fraud will be investigated; formal action may be taken including referral to the police if appropriate.

### **Sexual Harassment and Sexual Violence**

The college does not tolerate sexual harassment and sexual violence, and takes reports of this behaviour very seriously. It is the responsibility of ALL staff to create a culture of inclusivity, challenge and safety.

We recognise that anyone can experience sexual harassment or violence. Females are more likely to experience sexual harassment and violence than males, but we must remember that males can still be victims. People from the LGBTQ+ community are significantly more likely to experience it than others, and people with disabilities are also disproportionately affected.

**More information about sexual harassment and violence can be found in Appendix 6, including protocols for following up reports made by students.**

- **Sexual Harassment**
  - Sexual harassment can include; sexual comments, sexual 'jokes' and taunting, physical behaviour and online sexual harassment.
  - Sexual harassment will not be tolerated and it should never be ignored or passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys".
- **Sexual Violence**
  - Sexual violence includes rape of assault by penetration, sexual assault, and causing someone to engage in sexual activity without consent.

### **Misuse of IT**

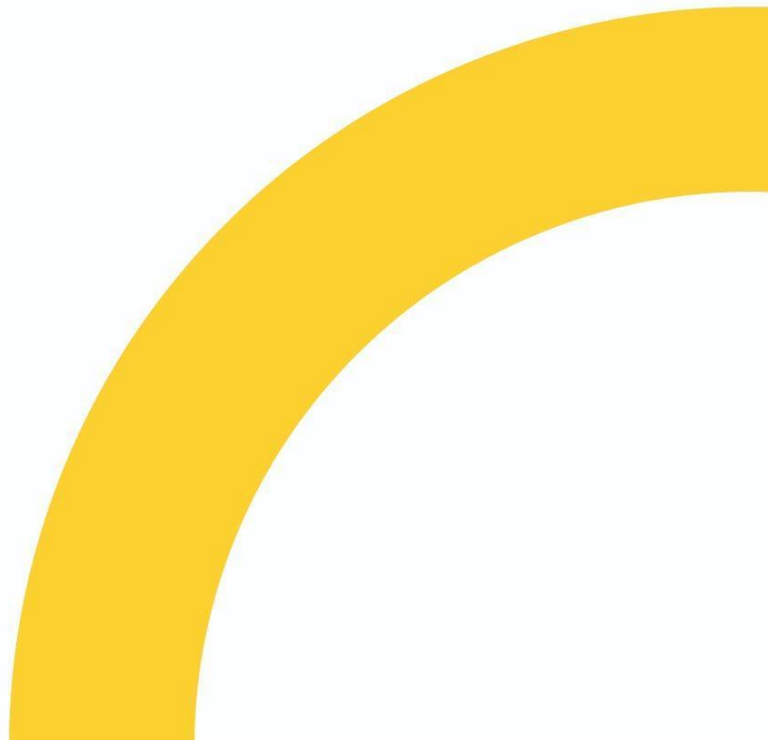
Refer to the '[Student IT and Social Networking Policy](#)' for more information on this.

- Accessing inappropriate website content
- Inappropriate use of social media
- Inappropriate use of Chat in Google Classroom
- Inappropriate use of email

### **4.2 Contact with parents / carers**

Wherever possible, as a college we seek to work with parents, carers and trusted adults as they are key influencers on young people's lives. This applies to students aged 18 or under (age 19 if on study programme or age up to 25 with an EHCP) and to students of statutory school age.

There may be times when it is not appropriate to contact home, some young students live independently or have complex home lives. Some students will have recorded no home contact on their student record, and this decision is made with a coaching tutor. Any safeguarding concerns should be discussed as appropriately with a designated safeguarding officer.



## ➤ 5. TAKING ACTION WHERE EXPECTATIONS ARE NOT MET

### 5.1 The Principles

Actions taken to address behavioural issues must follow the principle of teaching appropriate behaviour and reactions, rather than a punitive approach. Developing an understanding of the consequences of actions and skills and resilience means students are more likely to respond differently in future.

Resolving issues through informal and restorative means, and identifying support that may be necessary, should be the priority. Always consider context when interpreting behaviour.

#### **Key premises of a relationship-led approach to behaviour<sup>1</sup>**

- o **Behaviour is a form of communication** of an emotional need (whether conscious or unconscious) to be viewed in the context of relationships rather than an internal problem
- o **A non-judgemental, curious and empathetic approach** means we can focus on the feelings and emotions that might drive behaviour, rather than the behaviour itself. This doesn't mean condoning negative behaviours or having no consequences, but helping young people to learn to positively channel their emotions
- o **Put relationships first** and create a positive culture of connection, inclusion, respect and value
- o **Maintain clear boundaries and expectations** with structures, routine and consistency to create a climate of safeness and care. Avoid sanctions that shame and ostracise students from their peers and college community.
- o **Not all behaviours are a 'choice'** a positive choice is made in a calm or thoughtful frame of mind. Bad / poor choices really mean inappropriate behaviour, usually the result of emotional dysregulation. Support to self-regulate can help people behave in more socially acceptable ways
- o **Parental involvement can support young people** as can links to wider communities, including mentors and peers

### 5.2 The Informal Stage: Restorative conversations

When a student behaves in a way that is inconsistent with college values (see part 1), a restorative conversation should be the first action, to understand what happened, who was affected, and what needs to happen to resolve the situation. These can be recorded as a learner comment on ProMonitor as a record of the incident and conversation. Where a resolution is agreed, and all parties have been involved, no further action may be necessary. A template to guide the restorative conversation is in Appendix 3.

### 5.3 The Informal Stage: Support Plans and Student Behaviour Agreements

Where the outcome of the restorative conversation is the need for a support plan or behaviour agreement, this should be jointly agreed between staff and student and the objectives and actions recorded on ProMonitor (see Appendix 1).

The member of staff leading the meeting can seek advice and support from staff within the curriculum, high needs team or student life to ensure support needs are taken into account and inform the improvement agreement. This includes discussing with the student any issues outside of

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<sup>1</sup> Appendix 9: Top Tips (Adapted from S Ahmed, 2017. Brighton & Hove Behaviour Regulation Guidance)

college such as relationships, housing, finances or safeguarding, which may be impacting on college life.

Objectives set should include achievable actions including any study support to minimise the impact on academic progress, including specific support offered to help the student achieve their objectives. Pastoral and / or curriculum staff may be involved in the process.

Any staff member who needs to highlight student behaviour as an issue to a student's tutor should contact the tutor in the first instance and complete a Comment form on ProMonitor, flagged for the tutor's / Course Leader's attention. **Where the student is supported by the Care Experience Outcomes Coordinator, the safeguarding team or has an EHCP, these colleagues must be included in the support plan.**

If the need for a further support plan is necessary, the original plan should be reviewed and updated, having more than one plan should be avoided unless there are specific reasons.

Before proceeding to any formal stages for recurring issues, in most cases there should be a record of support and intervention on ProMonitor. Some behaviour will lead immediately into the formal process, including but not limited to, for example, violent behaviour or dealing drugs on college premises which will go directly to stage 3.

#### **5.4 The Formal Stage : Supporting Behaviour Process**

Where an informal approach is shown to have failed, or for behaviour incidents of a more serious nature, a formal process may be instigated. The decision to proceed with formal procedures will be made by the Head of Department, who will nominate an appropriate staff member to collect and review evidence and carry out any investigation. The Head of Department will retain oversight of the process.

There must be sufficient evidence that the informal stage of the process has been followed and that a support or improvement plan was implemented. Evidence of objectives agreed and the support provided, which should be recorded on ProMonitor, will be reviewed to inform the decision to follow a formal process.

All effort must be made to ensure the student does not fall behind whilst involved in a formal process. If it is necessary to exclude a student from learning, the course leader must provide learning resources to ensure they are not disadvantaged academically by missing lessons. Where a student misses practical sessions, opportunities must be created to ensure their assessment and progress is not affected. Each teacher is responsible for taking action to re-integrate their student after any period of absence.

We make reasonable adjustments for our students where they have a disability and / or learning support need or other circumstances.

- Always refer to EHCP and learning support plans on ProMonitor before proceeding with any formal processes. If necessary, seek advice from the high needs team.
- Where a student has care experience, (is a Child Looked After or a Care Leaver), all steps should be explored to resolve issues outside the formal process. Research into the impact of early childhood experience and attachment theories provide guidance around the most effective approaches. Our Care Experience Outcome Co-ordinator will support with these processes.

**The formal supportive behaviour process is outlined in Appendix 3.**

#### **5.41 Protocols for Meetings**

A student must be given 5 working days' notice of a formal meeting. This should be a conversation, either in person or by phone, followed up by a letter and / or email (a template is provided) prior to the meeting. The communication should provide the date, time and location of the meeting and outline the reason/s for the meeting. The department should be confident the communication has been received.

For students under the age of 18, aged 19 and under on a study programme, or aged 25 and under with an EHCP, the student's parents/carers must be informed and be invited to attend (unless there is a record of no parental contact, or student has given reasonable instructions that their parents/carers should not be involved).

All students must be informed that they are entitled to support in the meetings and encouraged to bring someone. This can take the form of a friend, Student Union officer, parent / carer or other adult such as social worker, youth worker, pastoral staff member or coaching tutor. An advocate can play a powerful role as they can diffuse difficult discussions and agree to support and mentor the student in achieving their agreed objectives.

Evidence provided by either the student or the college can be submitted, including statements from witnesses to events. Additional time will be made during meetings for evidence to be considered or if necessary a meeting will be adjourned to give time needed. Evidence presented by college should always be anonymised to ensure confidentiality of other parties.

Feedback / actions / outcomes of the meetings will be shared with the student, and parent/carer if age appropriate, within 5 days of the meeting.

In a Stage 3 meeting, the department must arrange for an independent person to make a record of the meeting.

A record of the meeting must be made on ProMonitor in the meeting form. Appendix 1 outlines this process.

## **5.42 Appeals**

A student can appeal against a decision of permanent exclusion in writing within 5 working days of notification of the decision. The letter of appeal must be addressed to the Deputy Chief Executive Officer for Curriculum and Quality of the Luminare Education Group (gemma.simmons@luminare.ac.uk) and include reasons for the appeal and supporting evidence. An appeal may be against

- i. the outcome of the case based on new information provided or
- ii. failure to follow the correct process as outlined in this policy.

Whilst an appeal may introduce new evidence, this does not necessarily mean there will be a change to the outcome.

The appeal will be heard by the Deputy CEO or a nominated senior leader with no previous involvement in the case. The appeal hearing will normally take place within 10 working days of receipt of the appeal letter. The student, parents/carers or other responsible adult and advocate or representative, will be informed in writing of the date, time and location of the hearing.

The appeals process should be fully explained to social workers, foster carers, residential social workers, parents and guardians when a looked-after and previously looked-after child is excluded, and the Care Experience Outcomes Co-ordinator informed. A student or parent / carer if appropriate may request support in writing an appeal letter from an impartial advocate such as the Student Union. Where language or learning support needs present a barrier, the student, a staff member

(nominated by the head of department) may be requested to support the drafting of the letter of appeal.

At the hearing the student (or advocate) will have the opportunity to present their case, supported by their parent/carer or other representative. The student will normally be informed of the outcome of the appeal in writing within 5 working days of the appeal hearing.

If the appeal is upheld, the student will be supported to resume their learning programme and a reintegration plan will be put in place.

If the appeal is unsuccessful the decision of the Deputy CEO / nominee is final and the student will be referred to the college careers guidance team for information on future options.

## 5.5 Temporary removal

If a student breaches the expected standards of behaviour they can be asked to leave the college (including all sites) for part or all of the day.

Our aim is to make space to de-escalate situations and allow the student time to work through any issues as needed. Follow up actions should not take place in public spaces, as this can exacerbate situations. A suspension is not to be used as a punishment, rather as an opportunity to reflect or cool off, and does not replace the informal and formal processes outlined above.

Any member of college staff can initiate a suspension through the following process:

1. The member of staff should talk to the student about their behaviour, in a quiet space away from the incident, and give them the opportunity to talk about what happened using restorative affective statements.
2. Where student behaviour has been a breach of expected standards and may cause upset to themselves, fellow students or staff, the student can be asked to leave the immediate area or the college for a short period of time or for the rest of the day. This does not apply to any Key Stage 4 students, who may only leave in the care of a parent / carer / delegated adult or with their explicit written permission
3. If the student is working with the Care Experienced Outcomes Coordinator, they must be informed of the incident.
4. Where possible a safe and quiet space should be provided as an alternative to removal from campus.
5. If the student is asked to leave they will hand in their ID badge and lanyard, and be asked to return to college the next day to meet with their coaching tutor or nominated staff member, review the incident and agree any follow up actions.
6. The staff member will inform the course leader by telephone or email and complete a comment on ProMonitor outlining the nature of the incident. For students under 18 or with an EHCP the parent or emergency contact must be informed immediately for safeguarding reasons.

On return to college, the Course Leader, or their nominee, will

- o inform Front of House of the expected return of the student
- o meet the student to ensure welcome them back into college
- o ensure the student is able to catch up on any work missed
- o meet with the student to review the incident using a restorative and reparative approach, particularly important following time out of college,
- o agree reintegration and improvement actions, recording on ProMonitor.

In the case of a serious breach of behaviour or serious incident, for example where the safety of an individual is threatened, a formal removal can be initiated for up to 48 hours whilst an initial



investigation is undertaken. This action should be carried out by the Head of Department or their nominated person, which may be a pastoral or administrative colleague with the time to undertake the inquiries. Before the end of the 48 hours, the student should be contacted by telephone (or other appropriate means if a phone call is not possible) and advised whether they can return to college, or whether the incident will move to a stage 3 formal process, outlined above. During this time the Course Leader or nominee will continue to provide work for the student. The phone call will be followed up by written confirmation.

The student should be informed at the time of removal that they may be invited to attend a formal meeting within five working days, including the initial removal time. The procedures for doing so are outlined above.

## **5.6 Students who have support needs, Special Educational Needs or Disabilities**

If a student has an EHCP, special educational needs or disability (SEND) or is a Child Looked After or Care Leaver, this must be taken into account when implementing any behaviour management or formal process. It is essential any staff refer to agreed support plans and make contact with staff named on ProMonitor. The college has legal responsibilities to make reasonable adjustments. See Appendix 4.

*Because the college operates on an ethos of inclusion, any incidents must always be considered in the context of the environmental factors the student is experiencing. The transition from school to college, parental home to independent living and child to adult bring challenges for all students, and some will have more protective factors and resilience than others. This will affect their behaviours, which are a form of communication.*

Where the need is identified, the Course Leader will work with the SEND team to agree a behaviour support plan, identifying triggers, de-escalating strategies and risks. The SEND Code of Practice (Section 7) covers our duties as a provider to young people with SEND.

## **5.7 Advice and guidance**

All students can access support from careers, welfare and safeguarding teams. All contact details are in campus hubs, in the Student Life Handbook and on the staff Student Life Site. If a student needs to contact a careers adviser to discuss their options they can email [StudentAdvice@leedscitycollege.ac.uk](mailto:StudentAdvice@leedscitycollege.ac.uk). Students aged 19+ can also contact the National Careers Service on 0800 100 900 or for more careers information anyone can visit [www.leedscitycollege.ac.uk/student-life/careers/](http://www.leedscitycollege.ac.uk/student-life/careers/)

## **Enrolments**

A new or continuing student may be accepted onto a course under the conditions of a student behaviour agreement, or a behaviour risk assessment. The conditions must be clearly stated, recorded and agreed by the student prior to enrolment.

## **6. WHO WILL NEED TO KNOW ABOUT THIS POLICY**

- The following stakeholders need to know about this policy:
  - Students, parents and carers, local authority, government agencies: Information for students and the general public will be provided on the college website, Student Information Hub and during induction process;

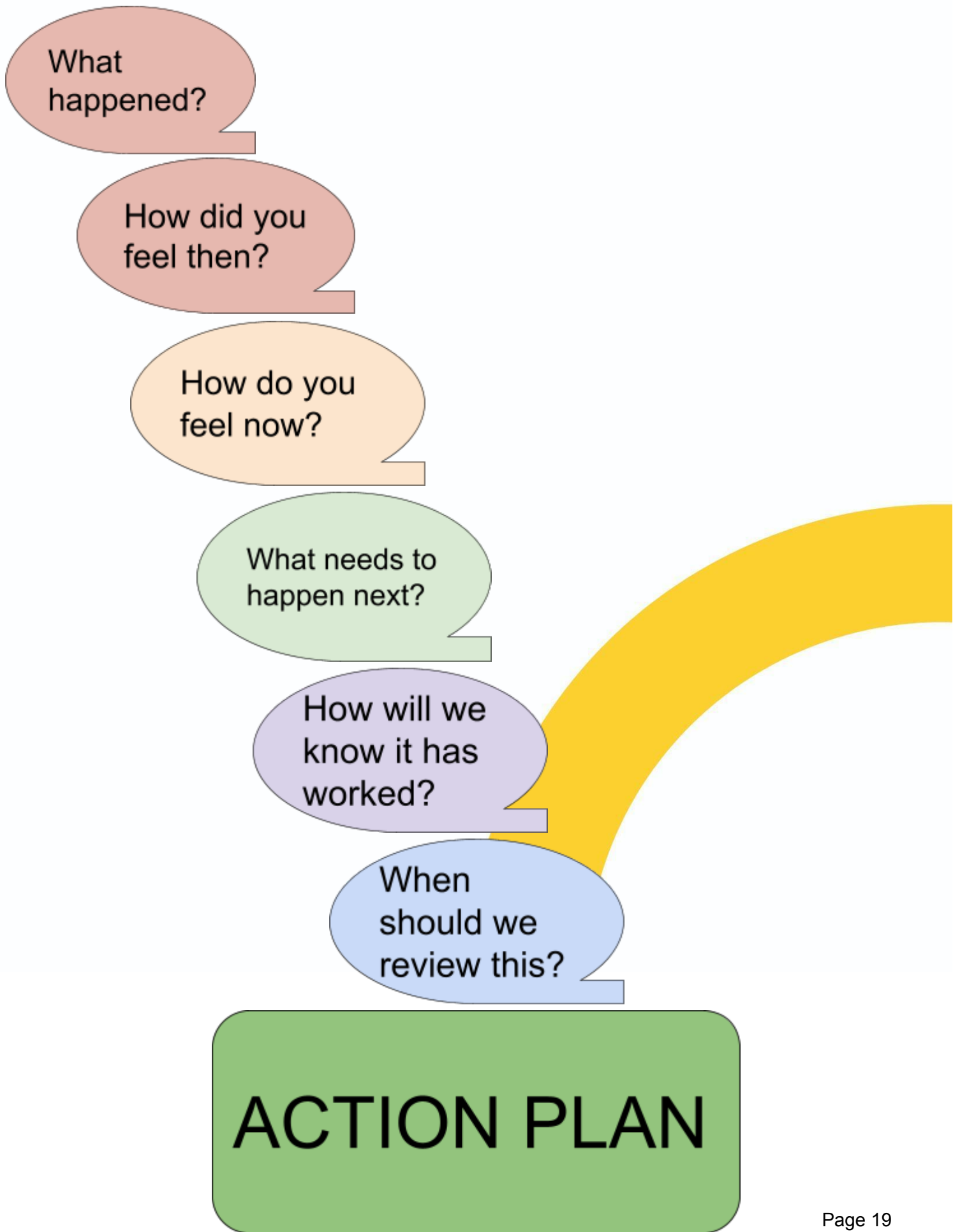
- All staff, in particular heads of department, coaching tutors, course leaders, curriculum administrators, Directors and Executive Leadership Team

## **7. REVIEW**

- The policy will be reviewed at least every 4 years, and the next review date is August 2024.



Appendix 2: Template for guiding a restorative discussion following an incident



### Appendix 3: Formal Supporting Behaviour Process

The formal process has three stages outlined below. There is **no requirement** for a student to be excluded from college pending the meetings, and we should always aim to minimise unnecessary absence to maintain engagement in learning.

Curriculum administration teams are responsible for the timely and accurate administration and servicing of formal cases, supported by the Head of Department or their deputising staff member. Standard letters are available of ProSolution and a log of the action taken on Promonitor.

The Head of Department, or deputising staff member, is responsible for collating the evidence to be presented at the meeting (all stages). Evidence may include, but is not limited to, an overview of events, witness statements from staff and / or students (anonymised), relevant written or pictorial information, digital information. The student should be provided with a summary of the evidence before the meeting. The information should also include a copy of the restorative meeting notes (Appendix 2) and a summary of the support which has / or will be put in place for the student. The support summary will form the basis of the student behaviour agreement.

For subcontracted provision, subcontractors should follow their own procedures, but the College should be notified if a student is excluded by the subcontractor.

It is essential that all processes are completed in a timely manner to bring about resolution and to minimise any non-attendance where a student is suspended pending investigation or formal process.

All action plans should include the support to be provided to reintegrate the student and ensure they are not disadvantaged academically by any absence during the process.

<b>Stage of the process</b>
<p><b>Stage One</b> is an initial formal hearing between the Course Leader / Programme Manager, or deputising staff member, and the student.</p> <ul style="list-style-type: none"><li>• This stage should be preceded by informal interventions as described above.</li><li>• Issues and concerns are discussed and recorded, and an action plan for improvement agreed, including timeframes. This will detail the support offered to the student to help them achieve the objectives</li></ul>
<p><b>Stage Two</b> may be initiated if improvements agreed in stage one are not met and is the second formal hearing between the Course Leader / Programme Manager, or deputising staff member, and the student.</p> <ul style="list-style-type: none"><li>• The meeting should take the form of a case review including tutors and/or other staff linked to the student, such as mentors, coaching tutors, care experience team, and reference safeguarding and wellbeing support that may be in place.</li><li>• The student should have an advocate and is encouraged to bring a representative and / or parent/carer or other responsible adult.</li></ul>

- Issues and concerns are discussed and recorded, and an action plan for improvement agreed, which will include the barriers to fulfilling the first plan. It will detail the support offered to the student to help them achieve the objectives, including timeframes.
- A copy of the improvement plan is provided to the student and parent / carers, which includes a statement around the potential of further action in the case of no improvement in behaviour.

**Stage Three** is the final stage and initiated where behaviour persistently breaches expectations and standards in this policy or an acceleration to Stage Three in the case of serious breach which may include putting others at risk of harm.

- Stage Three is initiated by the Head of Department or, deputising staff member, who will prepare the evidence and pass the case to the Director of Curriculum, with a recommendation.
- Where a case is agreed, the Head of Department will arrange a panel hearing to be chaired by the Director of Curriculum or alternative senior leader and attended by the Head / Deputy Head of Department and a pastoral lead. This should include a summary of what has been considered against the 3 possible outcomes, specifying the alternatives to exclusion that have been considered.
- The student, their advocate or representative and parents/carers will be invited as outlined above. An independent staff member not already familiar with the case will also be included if the advocate is external to college.
- The meeting should review the actions leading to the stage three meeting including input tutors and/or other staff linked to the student.
- Issues and concerns are recorded, and the four possible outcomes discussed, with a risk assessment of each outcome considered. The overall aim is to retain the student in learning, and support them to make the changes to succeed
- The four possible outcomes from a stage three meeting to consider are
  1. The allegations are not upheld. In this case it is important to review the experience with the student, ensure they felt a fair process had taken place, and put in place relevant actions to reintegrate the student into learning and catch up on missed work. It may be necessary to agree a restorative meeting to repair any relationships. An additional progress review or check in should happen two weeks after the meeting. A record of 'not upheld' or 'no case' will be made on ProMonitor.
  2. The student is reintegrated into learning with an agreed plan for improvement to include the barriers to fulfilling any previous plans. This will detail the support offered to the student to help them achieve their objectives, including timeframes. A progress review will be undertaken within two weeks to ensure the student remains up to date with their course. A copy of the improvement plan is provided to the student and parent / carers

3. It may be necessary to remove the student from their current course of study and / or campus and source an alternative offer within the Luminare FE Colleges. This can be a change of programme or the opportunity to complete programme in another location (including independent learning if this might be successful)
  4. In the most exceptional cases, the student may be asked to leave the college (permanent exclusion) or may choose not to accept an alternative offer of learning or improvement and support plan. A referral will be made to the Student Life careers team for students aged 18 and under, those with an EHCP aged 25 and under, or for students aged 19+ they may prefer the National Careers Service. Where there are additional support needs (including safeguarding, mental health or learning support), the college will seek permission to share any relevant information with external agencies
- **The student will be informed of the outcome immediately if possible, to minimise any further disruption to learning, but at least within 3 working days (with the exception of waiting for additional key information, in which case this must be communicated to the student).**
  - **Where a case was upheld and action taken, a letter will be sent to the student confirming the outcome of the meeting.**

If a student does not attend their formal supporting behaviour meeting, they should be contacted and re-invited, with any access needs addressed. Failure to attend a formal meeting does not mean that the case should be escalated to the next stage.

If a student has any concern with the way in which the above process has been implemented, they may raise these under the college's formal 'Compliments and Complaints Policy' which can be found on the College websites or on request. This policy encourages a fair and timely resolution to issues raised in relation to the Colleges.

## Appendix 4: Social, Emotional and Mental Health Review

When thinking about a student's behaviour, check the following INCLUSIVE support strategies and their effect to date. The INTENT is to develop a meaningful student behaviour agreement.

IMPLEMENTATION	Date initiated	Review Dates:			IMPACT: Did it work, how was progress measured?
<b>Wave 1- Universal Offer</b>	What is in place for every student?				
<b>Quality First Teaching Strategies</b>					
Induction to college					
Inclusive and positive behaviour policy					
Group plan in place					
Positive meet and greet every lesson					
Positive peer relationships in classroom					
Consistent use of positive language					
Demonstrate and praise positive behaviours					
College and classroom rules displayed and consistently reinforced					
Consistent use of rewards and sanctions					
Consistent behaviour management strategies					
Classroom environment (seating, lighting, sound etc)					
<b>Planning</b>					
Course organisation and SOW planning for intent, implementation, impact and inclusivity					
The curriculum support and promotes emotional health through planned and naturally occurring opportunities					
Appropriate curriculum					
Differentiation and personalisation of learning					
Episodes and transitions within the academic year					
Address the gaps in learning eg google and study coaching					
Opportunities for self-assessment/reflection and student recording					
<b>Learning</b>					
Teaching styles adapted when necessary					
Clear learning and behaviour targets					
Ongoing monitoring, reviewing and evaluation of progress					
Chunk work to enable student engagement					
Clear intent of learning					
Problem Solving buddies					
Promotion of independent learning					
Regular communication with parents / carers					
Effective PSHCE / tutorial programme in place to develop resilience					

Student enrichment and student voice in place					
<b>Wave 2- Support outside the classroom</b>					
Use of a timeout system and planned					
Low level reports i.e. Subject tutor / coaching Tutor					
Use of TA/LSA for 1:1 support					
Parental engagement meetings and regular home/school communication					
Improvement plan initiated					
Peer support sessions					
Group work/1:1 work sessions in school to build understanding/skills in....					
<b>Internal resources implemented</b>					
Nurture Groups					
SEAL/Social skills group					
Internal tasters					
Access to specific emotional literacy programmes					
Referral to campus SENDCO to identify deeper learning needs through assessment					
Learning support assessments					
Peer Mentoring in place					
Build Staff Capacity to manage SEMH CYP					
Staff training					
<b>Wave 3- Targeted / Personalised Support</b>	<b>Interventions that support skills, development and capacity in Wave 1 &amp; 2, but supported by further advice from appropriate professionals</b>				
Early help sought for EHCP and plan initiated					
Referral to student services support					
Counselling/Therapeutic Services					
Neurodiversity adjustments in place					
Internal transfers					
Involve external agencies and voluntary sector					
MindMate Spa / Kooth counselling					
informed by further advice from appropriate professionals.....list....					

Adapted from Leeds City Council Wave SEMH support



## **Appendix 5: Student with Education, Health and Care Plans (EHCPs) or Special Educational Needs or Disabilities (SEND) and Young People with Care Experience**

If a student has an Education, Health and Care Plan (EHCP), special educational needs or disability (SEND) or is a Child Looked After or Care Leaver, this must be taken into account when implementing any behaviour management or formal meetings. It is essential any staff refer to agreed support plans and make contact with staff named on ProMonitor.

The college has legal responsibilities to make reasonable adjustments, and we want to do so because it is the right thing to do.

Refer to the High Needs and SEND policies and ensure campus SENDCO is informed and involved in assessment and planning for behaviour.

### **5.1 EHCP / SEND**

Where we know a student has additional support needs, these should be planned for during the application, enrolment and induction stages. Where a student might have unmet support needs, this should be brought to the attention of the Course Leader, who can arrange for assessment and plans to be put in place.

The approach to formal behaviour meetings for students with identified support needs must take the need and any existing support plans and adjustments into account. The outcome of the formal process may be a recommendation around changes to support plans if these are not working for the student.

In preparing for formal meetings the course leader, or their nominee, will

- collect relevant information and evidence about the support need to inform the process
- ensure learning support assessments have been completed, appropriate support measures are in place and documented
- seek advice from specialists around how the impact of the learning difficulty or disability may have been a causal factor in the behaviour demonstrated
- ensure all recommendations for support have been followed, and recorded on ProMonitor
- seek an advocate to represent the student's interests.

An Education, Health and Care plan (EHCP) is a legal document setting out a student's entitlement to learning and support. **A formal process should not be instigated without consultation with the Head of SEND.**

Where there is no EHCP in place, any adjustments and additional support for learning should still be put in place. If a period of time is needed to make these arrangements, a review will take place and relevant adjustments made to the action plan. In the meantime, temporary support measures should be put in place, and only under exceptional circumstances, relating to safeguarding and wellbeing, should the student be asked not to attend college. In this case, the student must be provided with appropriate work to ensure they do not fall behind, and supported with a reintegration plan on their return to college.

If the Head of SEND or Head of Department decides it is appropriate to proceed with the formal process there should be full consultation with relevant staff who should include teachers / coaching tutor, learning support staff, head of SEND and external specialist staff.

Consideration should be given to:

- The nature of the difficulty and/or disability and support or reasonable adjustments recommended
- The support put in place and evidence of the impact this has had. Where support has failed it should be clear what alternatives have been considered.
- The circumstances leading to the alleged misconduct and how this may relate to the support needs
- Reasonable adjustments required for the learner to participate in the formal process

This information must be provided to the chair of any conduct meeting (informal and formal).

### **SEND Code of Practice**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

## **5.2 Students with Care Experience**

All staff in college should have the highest expectations of and aspirations for young people with care experience, and strive to achieve the highest academic achievements.

Where we know a student has care experience, in many cases (but not all) this can be an indication that they will have wider additional support needs, these should be planned for during the application, enrolment and induction stages. Where a student might have unmet support needs, this should be brought to the attention of the designated care experience teacher / coordinator in each department, course leader and the cross FE colleges Care Experience Outcomes Coordinator in Student Life. The list of designated staff for care experience is [here](#).

The approach to formal meetings for students with care experience must take their experience and any existing support plans into account. The outcome of the formal process may be a recommendation around changes to support plans if these are not working for the student. Reviewing the Personal Education Plan (PEP) (or ensuring a PEP review has taken place) and including pastoral support is essential where a care experienced student is at risk of exclusion

The course leader will work with the Care Experience Outcomes Coordinator to

- collect relevant information and evidence about the support need to inform the formal process
- ensure learning support, wellbeing and safeguarding assessments have been completed, appropriate support measures are in place and documented
- seek advice from specialists around how the impact of the care experience may have been a causal factor in the behaviour demonstrated
- ensure all recommendations for support have been followed, and recorded on ProMonitor
- seek an advocate to represent the student's interests.

There is more information about attachment aware approaches in the evidence base appendix.

The Department for Education (DfE) has published statutory guidance for designated teachers / co-ordinators [here](#).

## **Appendix 6: Sexual Harassment and Violence**

### **What is sexual harassment?**

- **sexual comments**, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- **sexual “jokes” or taunting**;
- **physical behaviour**, such as: deliberately brushing against someone, interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature;
- **online sexual harassment**. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - consensual and non-consensual sharing of nude and semi-nude images and/or videos
  - sharing of unwanted explicit content;
  - upskirting;
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media;
  - sexual exploitation; coercion and threats.

#### **Procedure when sexual harassment is reported:**

- Any form of sexual harassment will be referred to the departmental pastoral lead or equivalent for investigation and action. The department’s Designated Safeguarding Officer (DSO) should also be informed by following the college safeguarding process so a record can be made on the Child Protection Online Management Service (CPOMS).
- **Isolated incidents** of sexual harassment *may* be dealt with **internally**, using restorative approaches and mediation wherever appropriate. A meeting must take place with the alleged perpetrator to discuss the incident, its impact, and the next steps. This must be recorded on Pro Monitor as per the guidance as a ‘Student Behaviour Agreement’, using the ‘sexual harassment and violence’ category of behaviour, and the relevant behaviour type, as outlined in the Pro Monitor Guidance.
- It may be more appropriate in more **serious instances**, or where there is an **ongoing pattern of behaviour**, for the alleged perpetrator to be issued a **formal behaviour meeting**. The Head of Department and Head of Safeguarding will jointly decide what stage of the disciplinary process will be applied

#### **What is Sexual Violence?**

Sexual violence, categorised as sexual offences in the Sexual Offences Act 2003, falls under the following categories:

- **Rape or Assault by Penetration:** A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents. This can also include non-consensual condom removal (sometimes known as stealthing).
- **Sexual Assault:** A person (A) commits an offence of sexual assault if: they intentionally touch another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. This covers a range of behaviours, and could include a single act of kissing someone without consent or touching someone’s bottom/breasts/genitalia without consent.
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

#### **Procedure when sexual violence is reported:**

- Where an incident of peer-on-peer sexual violence is reported, **the Safeguarding Team should be alerted immediately** as per the standard [protocols](#). Abuse that occurs online or outside of college should not be downplayed and should be treated equally seriously. The Safeguarding Team will work collaboratively with the department DSO and Head of Department to investigate the incident and determine next steps. A note should be added to ProMonitor as a learner comment using the 'CPOMS alert' comment type to record that there has been an incident, but no details of this incident should be stored on ProMonitor. It will be recorded by the DSO on CPOMS.
- **The alleged perpetrator should be asked to leave the campus during this initial process**, however the management of this must be done sensitively. A decision must be made within 5 working days by the Safeguarding Team and Head of Department about an appropriate and safe plan for the alleged perpetrator to either continue to work remotely, or to return to campus. If the alleged perpetrator returns to campus during an ongoing investigation process they must be removed from any classes they share with the victim. As with all safeguarding concerns, confidentiality is key, and the information will only be shared on a need to know basis, as decided by the Safeguarding Team.
- The next steps taken will be decided on a case-by-case basis, taking a victim-led approach, which takes into account the victims wishes and feelings. The college has a zero tolerance policy to sexual violence, and reports of this may result in suspension of the alleged perpetrator, and/or a formal meeting. The victim will be given the opportunity to formally report the incident to the police, either through the Safer College Police Officers, or 101.
- Sometimes the Safeguarding Team will be required to make a referral to Early Help, the Police or Children's Social Work Services to ensure the appropriate action and support are provided, even if this victim does not consent. Never promise confidentiality to students under the age of 18.
- **If the victim is 18 or older, the college cannot go against their wishes regarding making a report to the police**, however internal investigations can still take place in order to protect the safety of all students.
- Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the college community through a multi-agency risk assessment. The safeguarding team will be responsible for leading internally on the risk assessment. Alleged perpetrators of sexual harassment and violence may be required to work from home or in a different setting whilst there is need for an investigation.
- If a report is shown to be deliberately invented or malicious, the Head of Department should consider whether any formal action is appropriate against the individual who made it. The falsely accused student should be offered support.

### What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if they agree by choice to that penetration and has the freedom and capacity to make that choice. Sexual intercourse without consent is a criminal offence.

### College culture

Staff should continue to encourage students to report any incidents of sexual harassment and violence, using the ['report it' button on the Student Safeguarding Page](#), or by speaking directly to a member of staff or the safeguarding team.

This topic is mandatory in the Sex and Relationship Education curriculum, and must be delivered through tutorials. We are continually developing our PHSCE curriculum, in order to provide suitable

resources for staff to educate students on these topics and to promote a respectful culture within the college. You can contact the Pastoral and Digital Lead with questions related to pastoral and tutorial.

### Principles of challenging/responding

It is EVERYONE'S responsibility to create a culture of safety in college, and this involves all staff appropriately and restoratively challenging others (students and staff) if they hear/witness behaviour that constitutes sexual harassment or sexism.

#### General tips:

- It is important to challenge behaviours; sometimes this is best as a whole group discussion, but sometimes a private conversation is more appropriate.
- Avoid shaming students by challenging their behaviour; separating the action from the person by using an affective statement (see example below)
- Give those who have made comments a chance to back-track: explain, own or modify their behaviour and apologise.
- It is sometimes more helpful to approach a topic in detail at a later time, instead of on the spot it is an opportunity for learning, but may require some thought/planning
- Always check in with the 'victim' in private - are they okay? How have they been impacted by the behaviour? What can you do to support them?

#### Examples:

1. You see a student slap another student on the bottom.  
What do you do?

**Remind** students that our **bodies are our own**, and touching others deliberately without consent is against the law. Whilst most people will allow certain forms of touching from others in their day-to-day life (e.g. a handshake or a hug from a friend) we must always be respectful of others, and check that they are okay with physical contact.

Example of an affective statement:

**When you...** slapped Ricky on the bottom (behaviour)

**I feel..** it was disrespectful and unacceptable (Impact)

**What I'd like** is that you always check first if someone is ok with physical contact before you touch them

2. You hear a student call another student a 'slut', 'bitch' or something similar.  
What do you do?

This behaviour is often called '**slut-shaming**', and words like these have been used historically as a tool for criticising individuals who are perceived to violate patriarchal expectations of behaviour and appearance related to sexuality, in an attempt to **shame and degrade them**. It is a form of gendered bullying, and a harmful act. **Never** dismiss this as 'banter' or a 'joke'.

Calmly and politely remind students that language like that is not acceptable, and explain **why**.

*'Let's talk about why people think like that.'*

*'How do you think that comment will make the others/females around you feel?'*

3. You witness a pattern of behaviour, where a student is persistently not respecting others' personal space.

What do you do?

A private conversation with this student may be most appropriate in this instance, following a **conversation with the victim**. You may wish to **seek advice** from others, such as the safeguarding team or staff trained in restorative practice. Mediation may be appropriate here, if the victim would like this.

## Support for a victim

The wellbeing of students who experience sexual harassment or violence is likely to be significantly impacted. They should be supported as much as possible by relevant staff involved in the incident.

- If the student would like a safe space to talk, access to counselling or to explore ways of coping with difficult emotions or thoughts a referral can be made to the **College Wellbeing Team** for support, via the online referral on the Wellbeing Web App - <https://wellbeing-luminate.nw.r.appspot.com/>
- **[Rape Crisis - England and Wales](#)**  
Here you can find lots of information about how to get help if you have been raped or sexually assaulted, including how to access a rape crisis centre, plus access self-help tools and a live chatline.
- **[Survivors West Yorkshire](#)**  
Survivors West Yorkshire are a specialist sexual violence abuse support service, covering Bradford, Leeds, Huddersfield, Wakefield and Halifax. They offer a range of pathways to support, as well as self-help tools.
- **[Victim Support - West Yorkshire](#)**  
West Yorkshire Victim Support provides a free, confidential, victim-centred service which is open to anyone affected by crime, regardless whether or not they have reported the crime to the police. This includes victims of rape and sexual assault.
- **[GALOP](#)**  
Galop is the UK's LGBT+ anti-abuse charity. They work with and for LGBT+ victims and survivors of interpersonal abuse and violence.
- **[Childline](#)**  
Childline have lots of information available to support you with anything sex and relationships, including when things go wrong or when people do things to you without your consent. It is free to contact them.
- **[Survivors UK \(for men who have experienced rape and sexual abuse\)](#)**  
Survivors UK are here to help sexually abused men as well as their friends and family, no matter when the abuse happened, and challenge the silence and attitudes. There are options for anyone over the age of 13.
- **[1in6](#)**  
1 in 6 men have had unwanted sexual experiences. This can cause problems, even many years later. You don't have to just live with it. There are things you can do and people who can help.  
Learn methods and practical skills to help you feel better in the moment and improve your longer term wellbeing
- **[NAPAC - The National Association for People Abused in Childhood](#)**  
The damage caused by child abuse doesn't always end in childhood. NAPAC offer support to adult survivors and training for those who support them.
- **[The Hazelhurst Centre](#)**  
The Hazelhurst Centre SARC offers a comprehensive service for anyone living in West Yorkshire, who has experienced sexual violence or sexual abuse. Clients can access The

Hazlehurst Centre via the Police and other professionals, as well as via the self-referral pathway (booking an appointment at the SARC, without Police involvement).

➤ **IDAS**

IDAS is a North Yorkshire based organisations working with victims of domestic abuse and sexual violence. They can provide support for people going through the criminal justice system, and have a children and young people's service.

For questions about sexual harassment or violence, contact **[safeguarding@leedscitycollege.ac.uk](mailto:safeguarding@leedscitycollege.ac.uk), [safeguarding@keighleycollege.ac.uk](mailto:safeguarding@keighleycollege.ac.uk), or [safeguarding@harrogate.ac.uk](mailto:safeguarding@harrogate.ac.uk)**. A reminder that this email should **not** be used to raise a safeguarding concern. Review this section on the [Student Life site](#) for how to report a safeguarding concern.

You can find more information about sexual harassment and violence in education settings in this [government guidance](#).

There is also information in Section 5 of [Keeping Children Safe in Education](#).



## Appendix 7: Staff Wellbeing

The emotional health and wellbeing of staff is crucial to creating an inclusive ethos in college.

For staff to be able to effectively build relationships with students, they need to prioritise their own emotional well-being and staff relationships. Staff in educational settings are found to feel more confident about managing behaviour when they have increased knowledge of the link between behaviour and emotion. Paying attention to what is happening right now, with curiosity and kindness, is effective in improving wellbeing, reducing stress, cultivating empathy and increasing emotional control.

The college ethos and professional practice builds on this through informal and formal practices, including staff development, teaching and learning mentoring, team activities.

**Further training is developing around Emotion Coaching, looking at how all emotions are natural and normal, and reaction not always a matter of choice. Behaviour is a form of communication and emotional 'first aid' (calming, soothing) is a first response: 'Connect before re-direct' (Siegel, 2013), 'Rapport before reason' (Riley, 2009).**

Emotion coaching creates a place of respect, which leads to giving acceptance of boundaries' (Rose and Gus, 2017). Developing self-regulation needs empathy, explicit teaching and modelling. This short video explains it...

<https://www.youtube.com/watch?v=7KJa32r07xk>

- Mental Health First Aid training is promoted across college and contributes to our whole college wellbeing.
- Restorative practice training develops communication and provides a framework for resolving harm

Book training on the SD Gateway or talk to the Learning and Organisational Development Team.

Remember, everyone is doing the best they can with the resources that they have, cooperation, collaboration and care. Avoid blaming others when we feel stuck.

**Employees of the FE Colleges are able to access free confidential advice through CiC, (Confidential Care), our employee wellbeing helpline.**

Freephone: 0800 085 1376 Email: [assist@ciwellbeing.com](mailto:assist@ciwellbeing.com) Online and Live Chat:  
[www.well-online.co.uk](http://www.well-online.co.uk)



## Appendix 8: References, Evidence Base and Further Reading

- **Independent Thinking on Restorative Practice: Building Relationships, Improving Behaviour and Creating Stronger Communities.** Book by Mark Finnis, 2021
- **'What we say'** Comic. Beacon House Therapeutic Services and Trauma Team - <https://beaconhouse.org.uk/wp-content/uploads/2019/09/What-We-Say-Comic-1.pdf>
- **When the Adults Change, Everything Changes; Seismic Shifts in School Behaviour.** Book By Paul Dix, 2017
- **Future in Mind** – promoting, protecting and improving our children and young people's mental health and wellbeing NHS and DfE taskforce 2015
- **Leeds Future in Mind Strategy 2016-2020** on [www.MindMate.org.uk](http://www.MindMate.org.uk)
- Brighton and Hove: [Behaviour Regulation Guidance 2018](#)
- Banerjee, R., Weare, K., & Farr, W. (2014). **Working with "Social and Emotional Aspects of Learning"** (SEAL): associations with school ethos, pupil social experiences, attendance, and attainment. *British Educational Research Journal*, 40(4), 718–742.
- Ford, T., Parker, C., Salim, J., & Goodman, R. (2018). **The relationship between exclusion from school and mental health:** a secondary analysis of the British Child and Adolescent Mental Health Surveys 2004 and 2007. Published online: 25 August 2017.
- Weare, K. 2015 **What works in promoting social and emotional wellbeing and responding to mental health in schools.** NCB May 2015

### Exclusion: the evidence base

- <https://www.theguardian.com/education/2018/feb/27/schools-disciplineunconditional-positive-regard>
- <https://www.telegraph.co.uk/education/2018/03/16/school-exclusions-shouldlast-resort-not-easy-way-push-difficult/>
- Recent research by Professor Tamsin Ford et al, (August, 2017) at the University of Exeter found a bi-directional association between psychological distress and exclusion. They recommended that efforts to identify and support children who struggle with school may therefore prevent both future exclusion and future psychiatric disorder.
- A study by the Institute for Public Policy Research estimates that of the 86,000 strong prison population, more than 54,000 were permanently excluded at school. Exclusion: the national and local policy framework
- National Context - SEND and Exclusion: Pupils with SEND are disproportionately more likely to be excluded compared to the school population as a whole. There remains a high need to reduce the inequalities in school exclusion
- The National Institute for Clinical Excellence (NICE) published [guidance](#) in November 2015 urging schools and other education providers to avoid using permanent and fixed-term school exclusion as far as possible for children and young people in the care system with identified attachment difficulties: [/](#)
- Relevant links:
  - <https://www.childrenscommissioner.gov.uk/wp-content/uploads/2017/11/CCOChildrens-Voices-Excluded-from-schools-and-alt-provision.pdf>
  - [https://www.youtube.com/watch?v=yzy\\_zp6PxQU](https://www.youtube.com/watch?v=yzy_zp6PxQU)
  - <https://www.childrenscommissioner.gov.uk/publication/they-go-the-extra-milereducing-inequalities-in-school-exclusion/>

## Appendix 9: Top Tips

Adapted from S Ahmed, 2017. Brighton & Hove Behaviour Regulation Guidance

- **Recognise behaviour as a form of communication**  
Consider what might be underpinning behaviour. Behaviour might be a very normal response to adverse life experiences, not due to a within-person reason e.g. ADHD
- **Promote a positive approach**  
Offer specific and descriptive praise when students meet expectations (or for those who find it difficult to accept praise, offer discrete non-verbal feedback). Avoid global statements such as “well done”.
- **Differentiate expectations**  
Model and explicitly teach what is needed for ‘readiness to learn’, promote growth mindset. Set expectations so students aren’t set up to fail.
- **Differentiate response**  
Public verbal reminders/prompts around expected behaviour can be shaming so consider non-verbal cues/gestures, and disapproval of the behaviour, not the person (maintain a sense of unconditional positive regard).
- **Relationships first**  
Use the 3 Rs: Regulate, Relate, Reason’ to put empathy first when dealing with behaviour, ‘Engage, don’t Enrage’ ‘
- **A whole college approach**  
All staff are responsible for supporting the behaviour and leaders set the whole college ethos, actively and visibly engaging with **I’m In**
- **Recording, monitoring and sharing planned strategies**  
Record consistently e.g. ProMonitor, Student Passports, digital badges, highlight strengths and areas of resilience e.g. protective factors from family, friends, work. If there are triggers e.g. using a loud voice/ publicly pointing out behaviour, confronting), record and agree alternative communications.
- **Parents/carers**  
Keep involved, consider who else might be involved e.g. trusted adult or advocate if the young person is Looked After
- **Small actions can make a big difference**  
Smiling at/greeting can add to a sense of belonging/ feeling liked, respected and valued.
- **Don’t expect immediate results or returns**  
Continue the kind/empathic manner even if they are not in a good place to be able to receive kindness.
- **Expect sabotage and name it, where appropriate** *Dan Siegel’s ‘Name it to tame it’*  
For example, “I am wondering if you spoke to me in this way because you are affected by...
- **Be cautious around suggestions of a ‘fresh start’**  
People may start to look for fresh starts when they feel stuck, but that probably won’t take away the behaviour to feel less stuck. Always consider whether this is really best for the student.

## Appendix 10: Student Safeguarding & Behaviour Risk Assessment

When should a Student Risk Assessment be carried out?					
<p>Student Risk Assessments should be carried out if a student:-</p> <ul style="list-style-type: none"> <li>Is at risk of harm, abuse or neglect due to home or community circumstances which impact upon their education;</li> <li>Is at risk of going missing including where there are possible CCE and CSE risks</li> <li>Has mental health issues where they may be at risk of harm due to ongoing issues or crisis incidents</li> </ul> <p>Where a student demonstrates sudden, out of character, behavioural, emotional or physical signs or symptoms, the initial response should be to investigate the cause before a risk assessment is put in place. However, if the situation persists, or a long-term issue is identified, a student risk assessment should be carried out.</p>					
<b>Risk Assessment Prepared by:</b>		<b>Prepared Date:</b>			
<b>Risk Assessment Checked by:</b>		<b>Checked Date</b>			
<b>Review Date*:</b>					
<p>* The timescale for the review needs to proportionate to the level of concerns / risk and the degree of support and intervention. Any one of the following events will mandate the review date of this risk assessment:</p> <ul style="list-style-type: none"> <li>At the start of each academic year.</li> <li>If there is reason to doubt the effectiveness of the assessment.</li> <li>Following any incident, which may suggest increasing risk.</li> <li>If the student is displaying a change in behaviour.</li> <li>Following significant changes to line management or key staff.</li> <li>Following the introduction of more vulnerable people to the environment / setting.</li> <li>Following a change of site / location.</li> </ul>					
<b>Name of Student:</b>		<b>Academic Year:</b>			
<b>Course Title:</b>		<b>Department / Curriculum Area:</b>			
<b>Base Campus / Room:</b>		<b>Tutor:</b>			
Please specify which of the following personnel have been involved in completing this risk assessment ( <i>tick as relevant</i> ):					
<input type="checkbox"/>	Parents and / or carers	<b>Name(s):</b>		<b>Contact No.</b>	
<input type="checkbox"/>	Tutor	<b>Name &amp; Role:</b>		<b>Contact No.</b>	
<input type="checkbox"/>	Support /Curriculum staff	<b>Name &amp; Role:</b>		<b>Contact No.</b>	
<input type="checkbox"/>	Other (please specify)	<b>Name &amp; Role:</b>		<b>Contact No.</b>	
<b>Has the student been involved in creating this risk assessment?</b> ( <i>Please delete as appropriate</i> )					<b>Yes / No</b>

## Student Background

Please provide a brief history of the student's behaviour or other presenting issues

Please outline any known triggers which may affect the student

Please outline any early warning signs / behaviours to monitor

## Useful Contacts

Name:		Role / Relationship to Student:		Contact No.:	
Name:		Role / Relationship to Student:		Contact No.:	
Name:		Role / Relationship to Student:		Contact No.:	
Name:		Role / Relationship to Student:		Contact No.:	

## Completing the Risk Assessment

### Risk Matrix

Severity Likelihood	1 – Very Minor Injury / Risk of Harm	2 – First Aid Injury / Incident	3 – Lost Time Injury / Incident	4 – Hospital Treatment	5 – Fatality / Major Injury or Incident
1 – Extremely Unlikely	Low	Low	Low	Low	Low
2 – Unlikely	Low	Low	Med	Med	Med
3 – Possible	Low	Med	Med	Med	High
4 – Likely	Low	Med	Med	High	High
5 – Very Likely	Low	Med	High	High	High

$$\text{Risk} = \text{Severity} \times \text{Likelihood}$$

**15 - 25 HIGH - Unacceptable. DO NOT proceed until the hazard has been eliminated or further controls have been introduced to reduce the residual risk rating**

**6 – 12 MEDIUM - Tolerable (look to improve)**

**1 – 5 LOW – Acceptable**

#### Step 1

Using the Risk Matrix, carry out an assessment to determine the Initial Risk Rating of hazards(s) identified with the work activity. (Note – this value is without any control measures being introduced).

#### Step 2

Next enter the control measures which have been identified as being required to be implemented to reduce the value of the Initial Risk Rating.

Using the matrix results from Step 1, if the (residual) risk rating is HIGH then the activity **MUST NOT** commence until the associated hazard has been eliminated; or additional controls, e.g. a Permit to Work have been put in place to reduce the risk rating to **at least** a MEDIUM value.

(Note - where a MEDIUM residual risk rating has been achieved, additional controls should be introduced where practicable to reduce the rating to LOW).

### Areas for consideration

When completing this risk assessment, the following should be considered within the risk tables below:

- The physical structure of the campus / site, any vulnerable areas identified e.g. toilets, playground.
- High-risk areas where items may be used as a weapon e.g. woodworking tools, kitchen implements.
- Seating arrangements in class.
- Managing any SEN issues that may be present.
- Travel arrangements to and from site, especially if campus transport is used.
- Supervision on site – particularly during ‘out of class’ time e.g. lunchtime and more vulnerable situations such as swimming, external trips and work experience.
- Identifying a mentor/safe place for the student.
- Risks associated with student & victim or student & witness association.
- Sex and relationship education.
- Bespoke Internet control for the student – this may be more stringent than for other students.
- Interactions with particularly vulnerable students.
- Managing relationships & friendship groups.
- Cover, agency teachers and non-teaching staff engagement with subject.
- Periods of lowered supervision.
- College / FE performances.
- PE & changing rooms/showers.

No	Hazard <i>Safeguarding problem or situation</i>	Consequence	Persons Affected	Initial Risk			Control / Protective Measures <i>Strategies or actions which will be put in place to reduce or eliminate the risk</i>	Residual Risk			Person responsible for control & monitoring
				S	L	R		S	L	R	
01											
02											
03											
04											
05											

**Student Timetable**

*Please attach a copy of the student's timetable where appropriate*

## Appendix 11: 14+ Academies

### ➤ (14+ Apprenticeship Academy, 14+ ESOL Academy & 14+ PTECH Academy) Promoting Positive Relationships & Supporting Behaviour Appendix

#### Introduction

The aim is to provide a safe, positive and supportive environment to all members of the 14+ Academies, which is vital to effective learning and future progression.

We believe that only through learners, parent/carers and staff all working closely together, will we create the intended environment. Moreover, we are certain that a successful environment is one in which there are strong relationships between all members of the community. To do this, we aim to put creating high quality relationships at a core of our practices. Finally, all members are expected to help maintain a positive environment, with showing respect and trying their best, as the minimum requirements.

#### Parents/Carers

We believe that the triangle between learners, staff and parents/carers is vital to the success of a learner's time at the 14+ Academies. As well as the learner investing their time and effort in following the behaviour policy, in choosing to send their young person to the 14+ Academies, we also expect parents/carers to commit to supporting the policies and their young people.

#### Rewarding Success (Positive Consequence)

The 14+ Academies believes one of the key strategies in promoting a positive environment is through the use of rewards. As such, learners are rewarded for their hard work and effort at College in a variety of areas including attendance, punctuality, behaviour, showing respect and trying their best. The list below details just some of the ways that learners are rewarded:

- Praise
- Stamps (prize box)
- Accolades (design your own trip)
- Positive calls home
- Attendance meals
- Breakfasts
- Extended lunches
- Reward afternoons
- End of term awards
- Certificates placed in record of achievement
- Variety of trips including surprise events and leisure activities

#### Supporting Learners

A wide range of support strategies are available to all learners to not only build, maintain and



repair relationships but also ensure their time at the 14+ Academies is successful both developmentally and academically:

- Meet and greet arrangements
- Restorative conversations and interventions
- Academic interventions during and after college hours
- Mentoring and 1-1's
- Student Support Plan
- Development curriculum including
- Self-help walls and sessions
- Range of extra-curricular sessions
- Access to wellbeing drop-in sessions and/or counselling appointments
- Workshops delivered by external partners focussing on wellbeing and safety as well as progression from young person to young adult
- Referral to internal teams (including wellbeing, safeguarding and careers teams)
- Referral to external agencies (including Children Social Work Services, Education Psychology Service, MindMate, Marketplace, Forward Leeds, Basis, Sexual Health Clinic and Eating Disorders Team)

In addition, learners may be placed in after school academic interventions. These interventions, by subject teachers, aim to help where there is a gap in knowledge or where progress is falling behind. Learners are required to attend these interventions.

### Restorative Approaches

When expectations and values are not met, or conflict develops, we will endeavour to try and address this through a restorative approach. This enables relationships to be mended or even improved, and those involved be able to move forward positively.

This approach may be used in conjunction with appropriate consequences, in order to meet the 14+ Academies needs to ensure the safety of everyone within the community, to ensure an environment is effective for all its members and/or to address ongoing issues.

### Behaviour out of College

Learners are always encouraged to uphold high levels of personal expectations whenever they are out of college. Staff may intervene for incidents or behaviour outside of college that could, for example, have repercussions for the orderly running of the 14+ Academies or pose harm/threat towards another learner or staff. The 14+ Academies cannot be held responsible for learner behaviour when out of college, but where feasible, will endeavour to investigate any incident reported to the college, and to provide appropriate support.

### Taking Action where Expectations are Not Met

Whilst the 14+ Academies is committed to our work building strong relationships and using restorative approaches, at times there may be consequences to learners' choices which are outlined below.

Additionally, we recognise that some challenging behaviour is a symptom of a problem or a way of communicating and therefore we will always support the young person alongside any consequence that is in place.

### Detention

Detentions have the following purposes: to reflect on, discuss, and put right situations where expectations have not been met. For example, to address lateness to college or lessons, to rectify homework issues, or to respond to unacceptable behaviour. These will mostly be dealt with through lunchtime or after school detentions that may be issued by any staff member. Where possible, detentions will be completed on the same day in order to positively move forward as soon as possible. Failure to attend a lunchtime detention will result in an after-school detention. Failure to attend an after school detention will result in a one day exclusion.

### Internal Exclusion

In some circumstances, SLT may decide that students complete with them in the SLT office. This will allow learners an opportunity to reflect on, and to discuss, the current situation and what can be done to put it right. These days are usually issued to address learners who are not meeting expectations for attendance or punctuality. Learners in internal exclusion will complete work provided by their usual teachers.

### Monitoring Report

The 14+ Academies, on occasion, may decide to place a learner on a monitoring report. This report will allow learners to understand lows, highs as well as patterns to their college day with appropriate positive rewards or further intervention be put in place. The reports, which specifically focus on effort and behaviour will be made available to parents/carers at the end of each week so reflection can take place at home too. The report is available in three tiered colours to be signed at the end of each day by the following staff members:

Green – Form tutor and Head of Year  
Amber – Form tutor, Head of Year and Deputy  
Head Red – Head of Year and Deputy Head  
and Headteacher

### Fixed-Term Exclusion

The 14+ Academies response to learners who do not meet expectations will be made in the context of the supporting positive behaviour strategies set in this document, and will encompass a range of strategies, with fixed-term exclusions as one option. Fixed-term exclusions will be closely considered for learners who display persistent misbehaviour, abuse, harm or threat to another learner or staff member (including bullying) or other serious incidents such as those involving dangerous or illegal objects and substances.

### Formal Supporting Behaviour Meetings

The 14+ Academies follows a similar process of three stages of meetings as described in section Appendix 3: Formal Supporting Behaviour process. During all stages, parents/carers will be requested to attend. Stages 1 and 2 will be completed by members of the SLT and stage 3 completed by a senior leader from within the wider college. The staff members leading the meeting will direct conversation primarily at the learner to understand what the current situation is, and to plan a positive outcome using a range of

strategies including targets being set to support a positive outcome.

### Alternative Placements

The 14+ Academies has a range of alternative provisions to consider for learners who, for a variety of reasons, are not meeting expectations. All alternative provisions are robustly monitored to ensure learners academic and developmental progress is tracked.

### Permanent Exclusion

Permanent exclusions will normally be used only as a last resort when a range of other strategies has been exhausted. In exceptional circumstances, the College may consider it appropriate to permanently exclude a young person for a serious one-off event. If permanent exclusion does occur, the College will inform the Local Authority who then have a responsibility for providing education from Day 6.

### Internal Appeal

For information on appealing permanent exclusion, please refer to section 5.42 Appeals. Please note that the appeal should be made by the Parent/Carer rather than the learner.

## Mobile Phones and Electronic Devices

We are a big believer in the advantages of using technology, including mobile phones in learning environments. However, it is clear that mobile phones can be a distraction to learners and therefore, we have a clear policy in place to make sure mobile phones are used to aid learning as much as possible.

Learners are expected to store mobile phones in their lockers during class time. Any learner who uses a mobile phone during class, their mobile phone causes a distraction to other learners such as falling out of their pocket, or whose mobile phone goes off during class time, will have their phone or device confiscated. Additionally, we encourage learners to make sensible use of smart watches including those from Apple and FitBit. If these are used inappropriately they will be confiscated following the same process detailed below:

### Confiscation

If a member of staff asks a learner to hand over their mobile phone it is expected this instruction will be followed. Staff will work with learners so the process is understood and explained to them.

First occasion – per half term

The learner may collect their mobile phone at the end of the college day from the SLT office. Phones will be stored in an SLT's locked draw.

Second occasion – per half term

For five days the learner must hand their mobile phone to the SLT office at the start of each day. They can then collect the mobile at the end of each day. Phones will be stored in the safe and parent/carers informed of this.

Third occasion – per half term

The mobile phone will only be returned to parent/carer (a member of staff will inform parent/carer by telephone on the day of confiscation). Phones will be stored in the safe.

On some occasions, a staff member may wish for learners to use their mobiles to aid learning. The staff member will make clear when this is the case. The staff member will also make it clear when mobile phones should not be used once the activity is complete after which, if any of the rules above are broken, the mobile phone or device will be confiscated.

Any learner who refuses to follow these instructions when requested will be excluded for the remainder of the college day and then complete which action stated above depending on the number of occasions.

### Dress Code

The 14+ Academies are strong advocates that requiring learners to wear a matching uniform does not actually help towards successful outcomes. Additionally, this approach is designed to help our learners be themselves, be individual and also comfortable. As such, learners are not required to wear a college uniform. However, preparing young people for their futures and the world of work is a key priority for staff at the 14+ Academies. Therefore, all learners must adhere to the dress code policy which is detailed in the Welcome Booklet given to all learners as part of their enrolment. If learners do not follow the dress code, SLT will react in the following way:

First occasion – Learners are prompted of the dress code and the exactions associated with it as well as reminded of the reasons and importance of our policy.

Second occasion – Learners are required to return home and get changed into clothing that follows the policy. Parents/Carers are informed of this and are asked to support in speaking with their young person.

### Searches

Senior staff have the power to search, with consent, for any prohibited item (this includes but is not limited to weapons, alcohol, illegal substances or any tobacco/smoking related accessories). This enables staff to perform a search which may involve the removal of outdoor clothing, the emptying of pockets, searching of a learner's bag and/or the searching of their locker and belongings within. Two staff members will assist with this; one to carry out the search and one to witness and support. Searches will take place in a space away from other learners. Where a student does not consent and there is reason to believe they are in possession of an item prohibited by law, then the police may be called.