



Behaviour & Relationship Management Policy (including Attendance & Punctuality Policy)

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Section 1

Scope

This policy applies to all staff and students who study at Leeds College of Building, including students aged 14-16 joining the College from their partner school.

Behaviour Policy Statement

Leeds College of Building is committed to creating a safe, disciplined, and positive environment where exemplary behaviour is at the heart of productive learning. Staff, students and visitors are expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Leeds College of Building expects that no person in the scope of this policy and procedure receives less favourable treatment, either directly or indirectly, on the grounds of a protected characteristic.

The College requires everyone in the College community to exemplify the British Values of democracy, respect for the rule of law, individual liberty and mutual respect and tolerance of those who have different faiths and beliefs. Any student who actively opposes those values will be dealt with under this policy.

This policy does not preclude the College's responsibilities under Keeping Children Safe in Education. The College will prioritise the welfare of a young person even when their behaviour is not at the standard expected. For example, a young person found to be under the influence of illegal drugs will be treated first and foremost as a young person at risk of exploitation.

Aim of the Behaviour Policy

- To create a culture of excellent behaviour and respect in College and is a minimum expectation for all.
- To ensure that all students are treated fairly, shown respect and to promote good relationships.
- To help students take control over their behaviour and be responsible for the consequences of it.
- To ensure that students and staff have clear information about how to access advice and support.
- To build a safe community which values kindness, care, good humour, good temper, obedience, and empathy for others.
- To promote community cohesion through improved relationships.

Purpose of the Behaviour Policy

To provide simple, practical, timely procedures for staff and students which:

- Recognise behavioural norms.
- Positively reinforce behavioural norms.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive interventions.
- Promote high attendance and punctuality to minimise disruption and enhance employability skills.
- Deal with incidents quickly and effectively.

Section 2 – Behaviour Blueprint

STUDENTS	STAFF
<p>SAFE</p> <p>Keep yourself safe, keep others safe</p> <ul style="list-style-type: none"> <input type="checkbox"/> Show you belong, wear your badge and lanyard <input type="checkbox"/> Follow rules for health and safety, reporting any concerns <input type="checkbox"/> Be in the right place at the right time <input type="checkbox"/> Keep negative comments and actions to yourself <p>RESPECTFUL</p> <p>Respect yourself, respect others</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen to others and expect to be listened to <input type="checkbox"/> Use appropriate language and a polite tone <input type="checkbox"/> Look after the building, displays and equipment <input type="checkbox"/> Attend all lessons, activities, and industrial placements <p>READY TO LEARN</p> <p>Ready to learn, ready to work</p> <ul style="list-style-type: none"> <input type="checkbox"/> Be on time, use a clock or watch <input type="checkbox"/> Bring the correct equipment and resources (pen, pencil, homework) <input type="checkbox"/> Dress appropriately (including PPE) <input type="checkbox"/> Phone on silent and out of sight and music players off (unless used in class with staff approval) <p>Failure to follow the behaviour blueprint may result in disciplinary action being taken. Further information on the disciplinary procedure is in Section 3.</p>	<p>SAFE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Show you belong, wear your badge and lanyard <input type="checkbox"/> Follow rules for health and safety, reporting any concerns <input type="checkbox"/> Be in the right place at the right time and never walk past a student behaving badly <input type="checkbox"/> Ask for support early enough to make a difference <p>RESPECTFUL</p> <p>Respect yourself, respect others</p> <ul style="list-style-type: none"> <input type="checkbox"/> Treat students how you would want to be treated <input type="checkbox"/> Keep emotion under check when dealing with behaviour <input type="checkbox"/> Have unconditional respect for students <input type="checkbox"/> Build mutual trust and a sense of belonging <input type="checkbox"/> Always challenge bullying, harassment and victimisation. <p>READY</p> <ul style="list-style-type: none"> <input type="checkbox"/> Be at the door of the teaching room at the beginning of each lesson to welcome students <input type="checkbox"/> Catch students doing the right thing <input type="checkbox"/> Teach the behaviours you want to see <input type="checkbox"/> Sustain a passion for your subject <p>Further information on behaviour management strategies is available at the end of this document.</p>

Section 3 – The disciplinary stages

Where 'Safe, Respectful, Ready to Learn' requirements are not met, staff should make students aware by referring to the specific expectation and implementing effective classroom management (see Appendix One for more information). At this stage, individual departments have the flexibility to use various reward and consequence strategies such as red / yellow cards or removal from practical sessions or visits. Where reward or warnings are not effective, the disciplinary procedure should be followed.

A. Partnership Stage	This should be invoked quickly where there is a cause for concern and a meeting is required to ascertain the reason for the poor behaviour.
B. First Warning	This should also be invoked quickly if, after the Partnership Stage, the area of concern still exists and there has been no improvement.
C. Second Warning	To be invoked where, after a first warning, the area of concern still exists and there has been no improvement. It can also be issued where behaviour warrants moving directly to this stage.
D. Final Warning	To be invoked where, after a second warning, the area of concern still exists and there has been no improvement. It can also be issued where behaviour warrants moving directly to this stage.
E. Exclusion	To be invoked where, after a final written warning, the area of concern still exists and there has been no improvement. It can also be issued where behaviour warrants moving directly to this stage.
F. Appeals	<p>There is no right of appeal to the partnership stage or a first warning, although students can use the College Complaints Procedure if they feel they have been wrongly treated. A student who wishes to appeal against a decision made at Second Warning or subsequent stages, should do this in writing within ten working days of the disciplinary meeting or hearing. The notice must specify the grounds on which the student wishes to appeal. The grounds on which the student may appeal are:</p> <ul style="list-style-type: none"> • Evidence provided at the hearing was factually incorrect; • Fresh evidence, which was not available at the original hearing and which may have affected the outcome of the hearing, is now available; • The hearing was flawed on procedural grounds; • The findings of the hearing were inconsistent with the evidence provided to the hearing; • The outcome was not reasonable in the circumstances.
Suspension (guidance)	A student may be suspended by the Assistant Principal or the Principal, without prejudice, where their presence at college would cause an immediate risk of harm to themselves or others. The suspension may also be necessary to enable a detailed, unhindered investigation to be carried out. This should be kept under regular review to ensure that it does not become unnecessarily protracted. Students may be suspended for up to 10 working days in the first instance. This may be extended if it is not reasonably practical to complete the investigation within that period. It should be made clear to the student that the suspension is not considered to be a disciplinary measure.

Guidance on implementing the disciplinary stages

3 A - Partnership Stage

The partnership stage will be implemented where there is a cause for concern e.g., attendance, behaviour, or progress issues. The student will be met by a Progress Coach who will:

- Support and if necessary, facilitate the restorative meeting between the member of staff and student
- Develop an appropriate action plan with the student
- Monitor, review and mentor using the action plan
- Discuss both the consequences for the student if not meeting the required action and the positive outcomes for everyone if conduct improves

The meeting details will be recorded on CPOMs, and the action plan details will be recorded using smart targets and reviewed by the Progress Coach in collaboration with the member of staff holding the Partnership stage meeting.

The Partnership Stage is supportive rather than punitive and aims to encourage the control of behaviour within the College. This will aid an understanding by the student of the need for self-discipline by being clear about the standards and the boundaries of behaviour, by helping the student to make mature choices and helping the student consider the long and short-term consequences of these choices. Repeated breaches or a single very serious breach of the Behaviour and Relationship Management Policy (i.e. gross misconduct) may ultimately result in the student being suspended or excluded from the College.

The student will be instructed to attend an interview. If the student is under eighteen years a parent may be requested to attend where appropriate. A student over eighteen years of age, may be accompanied by another College student or representative of her/his choice. The student will be informed of the appeal process.

3 B - First Warning

A first warning may be issued by the Course Tutor.

The College may issue a first warning if, after the partnership stage the discussed behaviour has not been met OR the seriousness of behaviour warrants moving to the next stage of sanction. The student will be met by a Progress Coach and Course Tutor who will:

- State the reason for the disciplinary meeting
- If a sanction is agreed inform the student that this is the first stage of the college's disciplinary procedure
- Decide on the action for improvement which is required of the student
- If appropriate, the timescale for implementing such action
- Explain the consequences for the student of not implementing the required action or of further misconduct
- Confirm that the First Warning will be in force for the remainder of the academic year, or six months, whichever is greater
- Confirm all these matters to the student in writing

3 C - Second Warning

A second warning may be issued by a Curriculum Manager.

The College may issue a second warning if, after the first warning the discussed behaviour, attendance or academic progress has not been met, or further misconduct takes place during the currency of the first warning, whether or not the behaviour relates to the first warning OR the behaviour warrants moving to the next stage sanction.

The student will meet with a Progress Coach and Curriculum Manager who will:

- State the reason for the disciplinary meeting
- If a sanction is agreed inform the student that this is the second stage of the college's disciplinary procedure
- Decide on the action or improvement which is required of the student
- If appropriate, the timescale for implementing any such action
- Explain the consequences for the student of not implementing the required action or of further misconduct
- Confirm that the second warning will be in force for the remainder of the academic year, or six months, whichever is greater
- Explain the right of appeal
- Confirm all these matters to the student in writing

3 D - Final Warning

A final warning may be issued by any Head of Department or equivalent.

The College may issue a final warning if, after the second warning the discussed behaviour, attendance or academic progress has not been met, or further misconduct takes place during the currency of the second warning, whether the behaviour relates to the second warning OR the behaviour warrants moving to the next stage sanction.

The student will meet a Progress Coach who will:

- State the reason for the disciplinary meeting
- If a sanction is agreed inform the student that it is the final stage of the College's disciplinary procedure
- Decide on the action or improvement which is required of the student
- If appropriate, the timescale for implementing any such action
- Explain the consequences for the student of not implementing the required action or of further misconduct
- Confirm that the final warning will be in force for the remainder of the academic year, or six months, whichever is greater
- Explain the right of appeal
- Confirm all these matters to the student in writing

3 E - Exclusion – Final Stage

A final exclusion may be issued by an Assistant Principal. The College may exclude a student where:

- The required improvement is not achieved within any timescale stated in a final warning; or
- Further misconduct takes place during the currency of a final warning, whether or not it involves a repetition of conduct which was the subject of a previous warning; or
- Incident of 'gross misconduct' has occurred.

On some occasions for misconduct occurring whilst students are staying in College residential accommodation, students may be excluded from residential accommodation but not from all College premises and their programme of study. Any further instances of misconduct will result in exclusion from their course and all College premises.

Only a member of the Strategic Leadership Team (SLT) may exclude a student. A student will only be excluded after they have received a written invitation to a disciplinary hearing and the disciplinary hearing has been held. Where the manager determines to dismiss the student, he or she will state the reason, the date on which the exclusion takes effect and inform the student of his or her right to appeal as soon as possible after the end of the disciplinary hearing, or if not, as soon as reasonably practicable.

These matters will be confirmed in writing. Where it is deemed appropriate a written warning may also be issued or continued in force. An exclusion will be for a period of 12 months. If the exclusion is still in place at the start of an academic year and the student wishes to return, a meeting must be held with a member of SLT who will advise whether the student can return.

3 F – Appeals

There shall be no right of appeal against the partnership stage or a first warning although the College Complaints Procedure applies if students feel they have been wrongly treated.

Any student who is dissatisfied with a disciplinary decision taken in respect of him or her may appeal against that decision.

Appeals should be in writing, setting out the reasons for the appeal, and should be delivered within 5 working days of the disciplinary decision being taken, to the relevant member of staff. The student may then be invited to an appeal meeting, which will normally take place within 10 working days. The appeal meeting may take place after the disciplinary decision has taken effect. If the appeal is upheld the disciplinary sanction will be revoked without any detriment to the student.

Suspension

If appropriate, an Assistant Principal, or by delegation, a Duty Manager or Head of Department for the area, can suspend a student from College whilst an investigation takes place if it is felt that the student or other students may be put at risk.

- If this occurs, the member of staff may request a member of security to escort the student off the premises (or inform security if the students leave of their own accord) and notify the relevant Assistant Principal the same day.
- Before any student is asked to leave the premises, the Duty Manager must establish that the student will be safe, parents are notified immediately of the suspension and that the student can get home. Before escorting the student off the premises, the Duty Manager should take a statement from the student as the starting point of the investigation if appropriate.
- A student will only be suspended after careful consideration. The suspension will not be unnecessarily protracted, and it will be without prejudice.

Student Support and Safety Panel Meeting

Leeds College of Building has a duty to safeguard the wellbeing of its staff and students. The College will make reasonable adjustments under the Equality Act 2010 to meet the needs of any student with a disability and to ensure the safety of staff, students and visitors. The Student Support and Safety Panel Meeting is an alternative process which will assess safeguarding risks and the Panel will determine if reasonable adjustments or safety measures could be implemented to safeguard the student and other members of the College Community.

Stage	Action and investigation by whom	How	Records	Time
Personal	All staff	Dealt with on the spot and through follow up in classrooms, workshops and on the College premises.	Comment to be placed on CPOMs for repeated poor conduct incidents. Meeting held with the student and a plan in place for monitoring through tutorial.	Immediate and short term.
3 A - Partnership Stage	Lecturer led, with Progress Coach or Advisor	Lecturer, Progress Coach / Advisor to meet with staff and student to facilitate a restorative meeting. Progress Coach to agree an appropriate action plan.	Recorded on CPOMs, and the student must contribute and agree. A copy of the meeting should be provided to the student.	Usually, immediately following initial contact, followed up with one-to-one tutorial as required.
3 B - First Warning	Course Tutor, with Progress Coach or Advisor	Course Tutor, Progress Coach / Advisor to meet with the student. Letter to be sent by administrative support. An appropriate action plan is agreed, which may include peer support, mentoring or coaching.	Recorded on CPOMs, and the student must contribute and agree. A copy of the meeting should be provided to the student.	Usually, immediately following initial contact, followed up with one-to-one tutorial as required.
3 C - Second Warning	Curriculum Manager, with Progress Coach or Advisor	Curriculum Manager, Progress Coach / Advisor to meet with the student. Letter to be sent by administrative support. An appropriate action plan is agreed, which may include peer support, mentoring or coaching.	Recorded on CPOMs, and the student must contribute and agree. A copy of the meeting should be provided to the student.	Usually, immediately following initial contact, followed up with one-to-one tutorial as required.
3 D - Final Warning	Head of Department, with Progress Coach or Advisor	Invitation for disciplinary hearing sent by administrative support, with 5 days' notice. An appropriate action plan is agreed, which may include peer support, mentoring or coaching.	Recorded on CPOMs, and the student must contribute and agree. A copy of the meeting should be provided to the student, on conclusion of the meeting. A follow up letter will be sent confirming the discussion, agreement, and a copy of the meeting records. This will be attached on CPOMs.	5 days' notice, unless a student has waived the right to the notice period and parents / carer can attend.
3 E - Exclusion	Assistant Principal	Invitation for disciplinary hearing sent by administrative support, with 5 days' notice.	Recorded on CPOMs. A letter advising of the decision will be sent to the student (and parent if under 18). Administrative support to attach letter to CPOMs.	5 days' notice of the hearing, with decision received within 10 working days.

Stage	Action and investigation by whom	How	Records	Time
Appeal of Second or Final Written Warning / Student Support or Safety Panel Meeting	Assistant Principal	Invitation for appeal hearing sent by administrative support, with 5 days' notice.	Recorded on CPOMs. A letter advising of the decision will be sent to the student (and parent if under 18). Administrative support to attach letter to CPOMs.	5 days' notice of the hearing, with decision received within 10 working days.
Appeal of Exclusion	Principal	Invitation for appeal hearing sent by administrative support, with 5 days' notice.	Recorded on CPOMs. A letter advising of the decision will be sent to the student (and parent if under 18). Administrative support to attach letter to CPOMs.	5 days' notice of the hearing, with decision received within 10 working days.
Student Support and Safety Panel Meeting	Equality, Inclusion and Safeguarding Manager	For cases where an alternative process is required to deal with a student support or safeguarding matter.	Recorded on CPOMs. A letter advising of the decision will be sent to the student (and parent if under 18).	5 days' notice of the hearing, with decision received within 10 working days.

Categories of Misconduct: the following examples do not cover all circumstances and it is recognised there could be varying degrees of seriousness relating to many of the examples given. Members of staff are expected to make a judgement based on the facts available to them at the time and / or seek advice if necessary. Where a physical assault has taken place, an accident and incident report form should be completed. When a student has been suspended, the appropriate code (X-Suspended) should be entered on the class register.

Academic Misconduct

Category	Example <i>(may include but not exclusively)</i>
ACADEMIC MISCONDUCT	<ul style="list-style-type: none"> <input type="checkbox"/> Plagiarism - presenting someone else's work or ideas as the student's own. <input type="checkbox"/> Self-plagiarism - submitting the same work that the student has already submitted for another assessment when this is not permitted. <input type="checkbox"/> Taking a copy of another student's work without their permission. <input type="checkbox"/> Falsifying data, evidence or experimental results. <input type="checkbox"/> Collusion - working with someone else on an assessment which is intended to be the student's own work. <input type="checkbox"/> Contract cheating - where someone completes work for a student who then submits it as their own (including use of essay mills or buying work online). <input type="checkbox"/> Arranging for someone else to impersonate a student by sitting their examination. <input type="checkbox"/> Cheating in examinations (or other formal assessment), including possession of unauthorised material or technology during an examination, and attempting to access unseen assessment materials in advance of an examination. <input type="checkbox"/> Submitting fraudulent mitigating circumstances, claims or falsifying evidence in support of mitigating circumstances, claims (this may also be considered a non-academic disciplinary matter). <input type="checkbox"/> Breaches of research and ethics policies - e.g. carrying out research without appropriate permission.

Non-Academic Misconduct

Category	Example <i>(may include but not exclusively)</i>
NON ACADEMIC MISCONDUCT	<ul style="list-style-type: none"> <input type="checkbox"/> Antisocial behaviour. <input type="checkbox"/> Inappropriate, abusive or threatening behaviour, including on social media. <input type="checkbox"/> Compromising the safety of and/or wellbeing of staff, other students, or visitors. <input type="checkbox"/> Unauthorised recordings on College premises (video, images or audio). <input type="checkbox"/> Violence, harassment and hate crimes. <input type="checkbox"/> Behaviour likely to bring the College into disrepute, such as disruptive behaviour in the community. <input type="checkbox"/> Internet access abuse, such as visiting inappropriate websites, uploading/ downloading inappropriate content, propagation of computer viruses. <input type="checkbox"/> Disruptive behaviour on the College's premises, such as setting off fire alarms or obstructing access to buildings or rooms. <input type="checkbox"/> Damage to the College's property or abuse of its facilities. <input type="checkbox"/> Causing a health or safety concern. <input type="checkbox"/> Relying on forged, falsified or fraudulent documentation, and other forms of deception that are intended to gain an advantage, for example submitting fraudulent mitigating circumstances claims or falsifying evidence in support of mitigating circumstances claims (the last may also be considered an academic disciplinary matter). <input type="checkbox"/> Other behaviour which may also constitute a criminal offence.

Gross Misconduct

GROSS MISCONDUCT	<ul style="list-style-type: none"> <input type="checkbox"/> Physical violence /violent or threatening behaviour intended to cause fear (including the carrying of weapons both real and imitation). <input type="checkbox"/> Serious act of bullying, hate crimes or harassment. This will constitute a serious infringement of the College's Equality and Inclusion Policy or Safeguarding Policy. <input type="checkbox"/> Sexual Violence / Sexual Harassment / Sexually Harmful Behaviour. <input type="checkbox"/> Intention to supply illegal substances (see also Drugs / Alcohol Misuse Policy). <input type="checkbox"/> Theft, fraud or falsification of documents. <input type="checkbox"/> Undertaking dangerous acts or practices, whether deliberate or reckless, which endangers others. <input type="checkbox"/> Any behaviour which has brought or may, in the opinion of the Senior Leadership Team, bring the College into disrepute (irrespective of whether it takes place on College property or in College time). <input type="checkbox"/> Other behaviour which may also constitute a criminal offence. <input type="checkbox"/> Theft or fraud.
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SECTION 4 - TECHNICAL GUIDANCE

In applying the Policy, the College will apply the following core principles.

The core principles are:

- **Accessibility** – provides clear information about how to access advice and support.
- **Clarity** – gives clear information to students about expected standards of behaviour and how incidents will be managed.
- **Proportionality** - Expect all parties to act reasonably and fairly towards each other, and to treat the processes themselves with respect.
- **Timeliness** - Are concluded as quickly as possible, and normally within 10 calendar days of the start of the investigation (this time frame would normally exclude the time taken by any criminal investigation or prosecution)
- **Fairness** - Have fair processes for dealing with cases, ensure that clear reasons are given for decisions reached, including penalties imposed and allow a right of appeal.
- **Independence** - Ensure that decisions are taken by people who have had no previous involvement with the case and no reasonable perception of bias.
- **Confidentiality** - Ensure an appropriate level of confidentiality to those involved that is sufficient to allow an effective investigation
- **Improving the student experience** - Promote positive behaviours & Safeguard the interests and safety of students and staff.

A. DEFINITION OF MISCONDUCT

Misconduct is defined as:

Improper interference (misbehaviour or wrongdoing) which is detrimental to the peaceful functioning of the College or behaviour which undermines the legitimate rights of others. This could be a failure to fully adhere to student requirements and reasonable expectations as outlined in the College Student Charter and Code of Conduct and any other relevant Policy.

Burden of proof

The burden of proof is on the College. The College must prove that the student has done what they have been accused of doing. The student should not have to disprove the allegation. Sometimes the student may need to prove that they have or have not done something or that something has not happened. In such cases, a student may provide evidence to rebut the evidence provided by the College or a witness statement.

Standard of Proof

The standard of proof is the level of proof required. The standard of proof in disciplinary matters is normally 'the balance of probabilities', this is, it is more likely than not that something did happen. However, decisions still need to be supported by evidence. This standard is higher than just believing that something has happened.

B. UNAUTHORISED RECORDINGS

The use of portable devices to make either voice or video recordings, in an investigation meeting, suspension meeting, disciplinary meeting or disciplinary hearing, will **NOT** be permitted without the express written consent of staff or students involved with the process.

Any recordings which are made without the express written consent of those attending the meeting will **NOT** be admissible as evidence in any subsequent meeting.

The investigating officer will make all parties aware of the College's rules relating to unauthorised recordings at the beginning of the meeting / hearing.

Students may be asked to leave the College premises and further disciplinary action could follow if anyone fails to observe the College's rules relating to unauthorised recordings.

C. MISCONDUCT THAT MAY ALSO CONSTITUTE A CIVIL OR CRIMINAL OFFENCE

The College retains absolute discretion to either; continue or conclude, defer or suspend any disciplinary investigation or proceedings at any time where it believes that an investigation by the police or any other authority is ongoing or contemplated.

The College will advise anyone who is a victim of an alleged crime to report the alleged incident to the Police or any other authority. The College may in exceptional circumstances take a decision to report an incident to the Police without the consent of the victim. This will be in circumstances where a member of the Strategic Leadership Team (SLT) determines that it is sufficiently in the public interest to do so, or if the incident relates to a safeguarding issue.

D. RIGHTS TO REPRESENTATION

Any student who finds themselves the subject of disciplinary proceedings may seek clarification and guidance from the Student Services Team. The College representative(s) should direct the student to the support services available (Student Union, Progress Coach, Employer Engagement Advisor or Inclusive Learning Service (ILS)).

When the term 'parent' is used in this procedure it should be taken to mean parent/guardian or carer. When holding a disciplinary hearing, the student will be invited to attend the hearing and if the student is under eighteen years of age a parent may be requested to attend. A student over eighteen years of age may be accompanied by a family member, a fellow student, or Progress Coach.

Students have the right to be accompanied in disciplinary meetings by a friend, relative, Progress Coach, member of ILS staff, Local Authority Representative for a student who has an EHCP or disability support advisor. The companion may:

- help the student to put his or her case across
- confer with the student during the hearing
- help the student to sum up the case
- attend the meeting to provide moral or personal support to the student

The person hearing the case is, however, entitled to expect the student, and not the companion, to answer any questions asked.

Representation by a lawyer or other paid advisers will not be permitted.

E. CONFIDENTIALITY, ANONYMITY AND DISCLOSURE OF INFORMATION TO THIRD PARTIES

The College will comply with the GDPR to keep confidential, as far as possible, any sensitive personal information or special category data which may be processed as part of the disciplinary proceedings.

Staff may inform a complainant that disciplinary action has been taken against an individual; however, they should not disclose any further details concerning the case or the outcome.

The Police or other law enforcement agencies may request information or documentation in relation to disciplinary matter. This request should be passed to a member of the Senior Management Team, the Student Services Manager or the Equality, Inclusion and Safeguarding Manager. They will have authority to either approve or not approve the request.

The College requires the student, the student's representative and College staff to respect the sensitivity and confidentiality of the information disclosed during any proceedings and the right of others.

Any failing of either College staff or students to respect the provisions relating to confidentiality and disclosure contained within this Policy, will be subject to separate disciplinary proceeding.

F. CONDUCTING A FORMAL INVESTIGATION

Unauthorised recordings - The use of portable devices to make either voice or video recordings, in an investigation meeting, suspension meeting, disciplinary meeting or disciplinary hearing, will **NOT** be permitted without the express written consent of staff or students involved with the process.

In potentially serious cases of unacceptable conduct, an investigation will need to take place. To ensure fairness, the person carrying out the investigation will not be the person conducting the hearing / meeting. The following procedures should be followed when investigating a disciplinary incident.

1. Investigations should be started and concluded as soon as possible (normally by the same person) after identification of the problems. If the immediate line manager has been closely involved in the circumstances of the case, then an investigation should be conducted by another manager.
2. Full statements should be obtained as soon as possible from individuals involved in the incident together with any witness statements. Other evidence may also be required e.g. video, photographs etc. In exceptional circumstances, the College can anonymise witness statements if there is a risk that witnesses can be put at risk of significant harm if they were identified.
3. Individuals should be interviewed independently, and as quickly as possible following an incident, with a member of staff taking notes of the interview. Any Safeguarding, Disability, EHCP, Mental ill Health concerns need to be identified and the College Safeguarding Officers / Manager and / or the Learning Support Organiser must be notified. Student Services or the Inclusive Learning Support team may, if requested, provide support for the student. The student can be interviewed without being accompanied if this is done by way of agreement.
4. Students must be provided with the opportunity of giving their own version of events, particularly in cases where opinion or facts appear to differ, and they should be encouraged, if necessary helped, to prepare a written statement which should be signed and dated, or sign the interview notes to agree that they are a true representation of events. If necessary, where a student has been suspended and they have not provided a statement before leaving the premises, they should be contacted and invited to provide a statement or attend an investigatory meeting. If it is not practical or appropriate to allow the student into the College, this may be done over the phone, or the student may be asked to send their response in writing (or email) to the College.
5. Investigators should be consistent and objective in approach, particularly in respect of interviewing all witnesses. Ask witnesses what they saw and seek verification of dates, times, location etc. Be careful not to reveal additional information which may have been communicated by other parties. If necessary, keep witnesses isolated as far as practicable prior to interview.
6. Staff witness statements should be written using appropriate language and content. They should be factual and bear relevance only to the incident / person concerned.
7. Following the conclusion of an investigation a decision must be made on the most appropriate level of disciplinary action to take (if considered necessary).
8. Staff should note that it is essential to report any potentially serious incident to a senior manager immediately so they may be aware if a complaint is subsequently received or if they need to action something immediately themselves.

Before instigating disciplinary proceedings, check if the student has a disability, learning difficulty (including an EHCP) or mental ill health. There may be cases which could place a student at a substantial disadvantage if reasonable adjustments are not made. In such cases, advice must be sought from the Equality Inclusion and Safeguarding Manager or the Head of Student Experience.

G. PROCEDURE FOR FORMAL DISCIPLINARY AND APPEAL HEARINGS

A note taker will be present to record proceedings.

Unauthorised recordings - The use of portable devices to make either voice or video recordings, in a suspension meeting, disciplinary meeting or disciplinary hearing, will **NOT** be permitted without the express written consent of staff or students involved with the process.

- A hearing should always be held in cases where the allegations against the student are serious, or where the potential consequences for the student are severe. Hearings or meetings should also be held when there are questions of fact to be decided.
- Fairness requires the Chair to be free of any bias or any reasonable perception of bias. They must remove themselves from this role if they have been involved with the case in any way prior to the hearing.
- A member of the Strategic Leadership Team will be able to conduct and Chair a hearing.
- The student or witnesses may be permitted to attend the hearing or meeting by alternative means (for example by video call).
- The hearing or meeting will be able to proceed if the student chooses not to, or is unable to, attend. This will be determined by the Chair of the hearing.

1.	The College representative shall put the case in the presence of the student and his / her representative may call witness.
2.	The student (or his / her representative) shall have the opportunity to ask questions of the College representative and of any witnesses.
3.	The person(s) conducting the hearing / appeal shall have the opportunity to ask questions of the College representative and witnesses.
4.	The student (or his / her representative) shall make a response in the presence of the College representative and may call witnesses.
5.	The College representative shall have the opportunity to ask questions of the student and of any witnesses
6.	The person(s) conducting the hearing / appeal shall have the opportunity to ask questions of the student and of any witnesses.
7.	The College representative, followed by the student (or his / her representative), shall have the opportunity to sum up their cases if they so wish.
8.	The College representative, the student and the student's representative and witnesses shall withdraw.
9.	The person(s) conducting the hearing / appeal shall deliberate in private only calling the College's representative and the student (or his / her representative) to clear points of uncertainty on facts already given. If recall is necessary both parties are to return although only one may be concerned with clarifying a particular point
10.	All parties will be informed of the outcome of the hearing and of any disciplinary action. In exceptional circumstances, the decision may be postponed until further information is available.
11.	The decision will be confirmed in writing to the student within 10 working days.

H. PROCEDURE FOR A STUDENT SUPPORT AND SAFETY PANEL MEETING

Leeds College of Building has a duty to safeguard the wellbeing of its staff and students and to make reasonable adjustments under the Equality Act 2010 to meet the needs of any student with a disability and to ensure the safety of staff, students and visitors.

Any member of staff may refer a student to the Student Support and Safety Panel if they believe the stages outlined above are not suitable. Instances where this may be the case could include:

- Where students, because of a medical condition, require long periods of absence and treatment. It is important not to assume that just because a student has a diagnosis of a condition that they will necessarily require a period of absence as many conditions manifest differently.
- Where participation in an assessment or other course related activity would jeopardise the long-term health and well-being of the student due to an existing medical condition.
- Where there are doubts from staff over the student's fitness to study in College and/or within their placement because of an existing medical condition (including mental health conditions).
- Where the ability to study is deemed by the member of staff to be neither manageable nor achievable in relation to specific tasks or activities relevant to the assessment criteria of a programme of study because of an existing condition.
- When there is disruption to teaching, learning and support of other students not otherwise covered by the Disciplinary Policy and procedures or where unreasonable demands are being made on staff or students.
- Where there is a serious safeguarding risk (which could include serious criminal convictions or an ongoing Police investigation) to students, staff and visitors.

The process:

1. The referral should be made to the Equality, Inclusion and Safeguarding Manager.
2. They will assess the suitability of the referral for a panel meeting. If the case is not suitable, they will refer back to the curriculum department making recommendations of alternative process which can be used to deal with the matter more effectively.
3. If a panel meeting is convened, the Panel members should include a minimum of 3 members of the following staff:
 - a. Equality, Inclusion and Safeguarding Manager
 - b. Head of Student Experience
 - c. Head of Department
 - d. Curriculum Manager
 - e. Student Services Manager
 - f. Designated Safeguarding Officer
4. The panel in the first instance will assess the student's needs and this may include a risk assessment. The Panel will ensure the student and their families, or carers are involved at every stage.
5. The Panel will seek to gain information from any external professionals involved with the student.
6. Students will also have a right to submit information or a statement to the Panel. It may be appropriate for a panel member to meet the student to understand their views.
7. A plan to support or mitigate any risks will also be considered by the Panel.
8. The panel may decide to implement a Student Support and Safety Plan to enable the student to continue on the course or they may decide that it is in the best interests of health, safety and welfare of students and staff for the student not to continue.
9. The decision of the panel will be communicated to the student.

Appeal

10. A student may appeal the decision of the panel; however, they must do this within 5 working days of receiving the decision.
11. An Assistant Principal may review the Panel's Decision on appeal.
12. The reviewer's decision will be final, and this will mark the end of the process.

APPENDIX ONE: PRACTICAL STEPS IN MANAGING AND MODIFYING POOR BEHAVIOUR

Personal Level

Students are held responsible for their behaviour. Staff witnessing the behaviour will deal with it without delegating. Staff will use the steps below for dealing with poor conduct.

There are no steps for serious misconduct in lessons and around the site, these behaviours should be dealt with through the formal warning process. These behaviours include violence, racism, homophobia, dangerous conduct, threats to other students or staff. In an emergency call the duty manager straight away and act to keep yourself and other students safe.

Step One: The Reminder

- A reminder of the expectations for students, Safe, Respectful, Ready to Learn, delivered quietly to the student. The member of staff makes them aware of their behaviour. **The student is given a minute's take-up time without staff attention.** The student has a choice to do the right thing.

Step Two: The Caution

- A clear verbal caution delivered quietly to the student making them aware of their behaviour and clearly outlining the consequences if they continue. The student has a choice to do the right thing. Students will be reminded of their previous good conduct to prove that they can make good choices. Scripted approaches at this stage are encouraged:

30 Second intervention

- a. Gentle approach, personal, non-threatening, side on, eye level or lower.
- b. State the behaviour that was observed and which rule/expectation/routine it contravenes.
- c. Tell the student what the consequences of their action are. Refer to previous good behaviour/learning as a model for the desired behaviour.
- d. Walk away from the student; allow them time to decide what to do next. If there are comments as you walk away write them down and follow up later.

At Leeds College of Building, we resist endless discussions around behaviour and spend our energy returning students to their learning.

Step Three: The time-out

- The student is asked to speak to the member of staff away from other students.
- Boundaries are reset.
- Student is asked to reflect on their next step. Again, they are reminded of their previous conduct / attitude / learning.
- Student is given a final opportunity to reengage with the learning / follow instructions.

If the step above is unsuccessful or if a student refuses to take a time out, then the student will be asked to leave the room. If appropriate, the duty manager will escort the student to a workspace outside the teaching room.

Students who reach Step Three will be expected to attend a Partnership Stage meeting at a mutually agreed time if the member of staff requests. Students may also request a Partnership Stage Meeting if they feel they have been unfairly treated.

For most students, a gentle reminder or nudge in the right direction is all that is needed. If students, choose to ignore early interventions, then a more formal process is required. Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

As you approach a student to intervene in their poor behaviour think about the three As:

Audience

Always remove the audience to an interaction where possible. If a student feels they are losing face this can lead to feelings of shame and worsen the situation.

Acceleration

How can you stop the situation escalating? Which de-escalating techniques work with this student?

Anger

How are you managing your anger and the anger/emotion of the student? Do you need to give the student time to calm down, time to think or consider their next move?

Consistency

Consistent behaviour from staff is pivotal. Although all our staff work in the best interests of the students there are some behaviours that cannot be left to chance. All staff at Leeds College of Building will:

- Be at the door of their teaching rooms at the beginning and end of each lesson.
- Never walk past students who are behaving badly.
- Always redirect students by referring to Safe, Respectful, Ready to Learn.

In addition, senior and middle leaders will:

- Be a daily visible presence around the college and particularly at times of mass movement e.g., badge checks, lunch times etc.

Consistency lies in the behaviour of adults and not simply in the application of procedure. Emotional responses to poor behaviour are, by their nature, inconsistent, often unpredictable. There is a more intelligent and productive way of managing behaviour; developing a consistency that ripples through every interaction on behaviour. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. Habits of adults who manage behaviour well:

- They meet and greet at the door of the room
- They deliberately and persistently catch students doing the right thing
- They teach students the behaviours that they want to see
- They teach students how they would like to be treated
- They reinforce conduct/attitudes that are appropriate to context
- They sustain a passion for their subject that breaks through the limiting self-belief of some students
- They relentlessly work to build mutual trust even when trust is broken, time is wasted, and promises are not kept. They refuse to give up on any student
- They keep their emotion for when it is most appreciated by students
- Their respect is unconditional

Students clearly know what kind of atmosphere they prefer in College and what they expect of a 'good teacher'. Research has shown that over a range of ages students produce a very similar list of characteristics which they look for in adults who work with them.

Students want all staff to be:

- Firm
- Fair
- Fun

and not to:

- Get upset or angry in the face of misbehaviour. Even if students know their actions were wrong, if a member of staff becomes angry with them, this is seen by them as even worse.

Although they want this for themselves, they also want it for other students because it makes the learning situation so much more comfortable. The way students feel about themselves and their abilities is very much affected by teachers' and other staff evaluation of their worth. These feelings influence the way they perceive the authority of the College. Where students feel they are valued they respect adults and accept their authority.

Positive Recognition, Responsibility and Reward

Positive and productive relationships with students are central to excellent behaviour management at Leeds College of Building. We recognise students who go 'over and above' our expectations.

Excellent conduct is valued, appreciated, and recognised. Our rewards include verbal praise, positive recognition, additional responsibilities, positive notes, certificates, positive phone calls home, and positive referrals. There are many ways to positively recognise those students who go 'over and above'. We know that it is not just what you give but the way you give it that counts.

Appendix Two – Attendance & Punctuality Policy

Attendance & Punctuality Policy Scope

This policy applies to all staff and students who study at Leeds College of Building, including students aged 14-16 joining the College from their partner school.

Attendance & Punctuation Policy Statement

The College has an expectation that students attend all of their lessons, and that they are attended on time. Attendance refers to the scheduled time spent on College programmes, and this can be categorised as classroom lessons, lectures, workshops, work placement, on-line learning or Tutorials and one-to-one progress reviews.

Regular and consistent attendance is expected and is critical to any student's success and achievement of their learning goals. The College expects all students to recognise that good attendance and punctuality will maximise achievement and enhance not only their achievement but develop their employability skills.

High expectations of attendance and punctuality will be required by future employers and therefore, staff must set and enforce high expectations for attendance and punctuality.

Leeds College of Building expects that no person in the scope of this policy and procedure receives less favourable treatment, either directly or indirectly, on the grounds of a protected characteristic.

Aim of the Attendance & Punctuality Policy

- To create a culture of excellent attendance & punctuality.
- To ensure that all students are supported to attend and are therefore given the best opportunity to complete their programme(s) of study.
- To help students take control over their attendance & punctuality and be responsible for the consequences of non-attendance and not being punctual.
- To ensure that excellent attendance & punctuality is a minimum expectation for all.

Purpose of the Attendance Policy

All students should aspire to have 100% attendance and punctuality.

The College recognises this is an aspirational target and that some of our students will have difficulty achieving this target such as their low attendance at school & issues around punctuality, prior to joining the College. Therefore, where the College has access or knowledge of the school attendance rates for individual students, a contextualised approach to managing attendance can be taken. The College will support a move to attendance targets per team/area which will allow for realistic aspirational targets to be set at student level. However, the basic principle of full and punctual attendance must continue as the fundamental ambition for student conduct.

Student Welfare

Genuine short and long-term absences and absences arising from substantial personal difficulties will be fairly assessed and monitored by curriculum teams in conjunction with Progress Coaches where appropriate, outside of the absence process and recorded appropriately on registers.

All authorised absences should be supported with documentary evidence e.g. hospital appointment letter. Evidence should be copied and retained as it may be required by auditors.

Responsibilities for students

All students are expected to:

- Attend all of their timetabled sessions which make up their study programme, unless prior agreement has been made and agreed with the Tutor.
- Return promptly after any timetabled break. Failure to do so will result in a late mark being recorded in the register. Three late marks will trigger an intervention from the Tutor or Progress Coach.
- Obtain permission from the tutor at the start of the session if required to leave class earlier than the set finishing time.
- Arrive at the start of the sessions properly equipped and prepared.
- If late, enter the class quietly with minimum disruption and explain the reason for lateness to the Tutor at an appropriate time or complete an attendance/late slip at an appropriate point in the session.
- Contact the College by 8.30am on their first day of absence explaining their absence and indicating its duration.
- Retain and provide evidence to support the reason for absence.
- Inform their Progress Coach/Course Tutor if a prolonged absence is planned to discuss the possibility of an alternative study arrangement or where additional support might be required.
- Arrange medical appointments, driving lessons, and any other appointments that are non-emergency in their own time, and ensure that any part-time work undertaken outside their College programme does not clash with their timetabled sessions.

Students who consistently breach these responsibilities will be subject to the College's Behaviour and Relationship Management Policy and the Disciplinary Policy outlined within.

Responsibilities for Staff

All staff are expected to:

- Be in the classroom, prepared and ready to start their lesson on time and where possible no less than 5 minutes before the beginning of the session (allowance should be taken where the tutor has no clear break between classes, but the expectation is that classes will start on time).
- Allow students into the classroom and provide a starter activity prior to the official lesson start time (allowance should be made where the tutor has no clear break between classes, but the expectation is that classes will start on time). The starter activity does not have to be relevant to what is being studied, it could be a topical discussion or an activity that aims to 'bring the outside world in'. The activity should be an opportunity to involve all students and make clear that learning has started, upon entering the room.
- Lateness should always be acknowledged by tutors but must not be challenged directly in front of a group. The reasons for lateness could be inappropriate to be made to share in the presence of the whole group. Instead, a discussion should take place later or at the end of the session with the student to talk about the reason for lateness.
- All teaching staff should endeavour to complete the register within the first 15 minutes of the session to enable faculty admin staff to follow up all unauthorised absence in sessions with telephone calls to the student and parent (if the student was aged 16-18 at the outset of the course). Outcomes will be logged on CPOMS which will enable reporting back to the curriculum teams. Where completing the register during this time is not practicable the register must be completed by the end of day. This is the formal auditable document used by the College to record attendance and punctuality and must be completed consistently.
- All staff to ensure that the lateness procedure is followed i.e. a late mark being recorded on Pro Solution. Three late marks will trigger an intervention from the Progress Coach where applicable. The record of this intervention must be logged on CPOMS.
- Curriculum Managers should ensure that classes are fully covered for staff absences or rescheduled for suitable alternative times; only in exceptional circumstances should classes be cancelled and students sent home for this reason.
- All Tutors are expected to complete the electronic register on Pro Solution at the start of or during the session.

- Curriculum Managers are expected to regularly analyse attendance and punctuality records for every programme. This should be made a priority for team meeting agendas to ensure that appropriate interventions have been made.
- Timetables for every full-time programme are to be available to individual students prior to the start of the course. Any subsequent changes to be kept to a minimum in order to ensure registers are accurate and up to date.
- In any instance where the scheduled tutor is absent, the Curriculum Manager has the responsibility for ensuring any substitute tutor completes the register in an accurate and timely manner.
- Individual absences by a normally good attender will be addressed by tutors to ensure students are provided with what they have missed and what they need to do to catch up.
- Any issues arising from an unauthorised absence e.g. student does not return after break, should be addressed on the first day they occur or immediately after the teaching session. This must also be recorded on CPOMS.
- Managers will regularly scrutinise attendance patterns by class and provide support where needed to ensure that levels of attendance are maintained.

Absenteeism and lateness

Each case of absenteeism is different and will be treated individually. The College accepts that many valid causes of absenteeism exist and will work with students on an individual basis to best address the needs of each student.

Progress Coaches, attendance officers and teaching staff must ensure that all unexplained absences are followed up on the first day using the most appropriate means to ensure timely intervention (text, phone call, email, letter etc.). The outcome of any communication must then be recorded on CPOMS.

Teaching staff are expected to make a professional judgement as to whether an absence is authorised in advance. This judgement will also consider whether equality issues could have any bearing on the student attendance levels and make suitable allowances where this occurs. Examples could include: attendance at recognised religious events or festivals, change in mobility arrangements for less able bodied students and unforeseen childcare issues.

College process for monitoring unexplained absences or lateness

Every student has the responsibility to report their absence prior to their timetabled session. Where the absenteeism reason is known in advance, the student is responsible for informing their Progress Coach and/or Course Tutors.

With unexplained absences, the Progress Coach, attendance officer or Class Tutor is expected to make contact with the student, in order to investigate the reasons for their absence/lateness and record the outcome on CPOMS.

The staged process of monitoring attendance and punctuality of students is to be adopted across College. This is shown below:

Monitoring Process for Attendance and Punctuality:

a) Unexplained Absence

After any unexplained absence, formal contact will be made with the student (and the student's parent in the case of students aged 16 up to the age of 18 at the beginning of the course) by the attendance officer (English and maths) or Progress Coach/Class Tutor to establish the reason for absence and to ensure future good attendance.

If the student is an apprentice, the employer will also be contacted. If a student does not have a parent, guardian or carer, the student will be identified as "at risk".

Two consecutive or intermittent unexplained absences to a session will be followed up by the Progress Coach or Course Tutors who will explore underlying issues that may be affecting attendance and take appropriate steps to return the student to learning.

Three consecutive or intermittent unexplained absences from a session will lead to an interview with a Curriculum Manager. Parents will be informed and invited to all meetings for students aged 16 up to the age of 18. If the student is an apprentice, the employer will also be invited.

If attendance does not improve after the intervention of Curriculum Managers, the student will be referred to the appropriate Head of Faculty and this may result in the student being asked to leave the course.

b) Patterned Absence and Lateness

Inappropriate patterns of absence should be challenged by the Progress Coach/Tutor at the next attendance to class. If the student is an apprentice, the employer should also be contacted.

Patterned, intermittent absence should be treated as per section a). If the student continues to show no improvement they may enter disciplinary proceedings.

All interventions are to be recorded on CPOMS. The intervention should be recorded by the person who takes the action. Interventions must be recorded on CPOMS to provide an evidence trail in the event of any subsequent withdrawal. This applies unless there are specific individual student problems which must be discussed and agreed between the student and Progress Coach/Tutor concerned. It is the responsibility of the Progress Coach/Course Tutor to inform the Curriculum Manager, so that the withdrawal form can be completed as appropriate.

c) Monitoring Explained Absences

Tutors should use their professional judgement to identify inappropriate patterns of explained absence. Recurrent explained absence must always be supported by appropriate documentary evidence. Where there are concerns, this must be logged on CPOMS. If a tutor considers explained absences to be potentially false, or if the number of absences exceeds two and there is a lack of documentary evidence, class-based students will be referred to Progress Coaches for intervention. Apprentices will be referred to the Curriculum Manager and the employer notified.

Behaviour & Relationship Management

The College has based its Behaviour & Relationship Management Policy on three core principles, being “**Safe, Respectful and Ready to Learn**”. The policy should be used in conjunction with this Attendance Policy to provide a consistent approach for students from all staff.

Practices and activities used to improve attendance and promote positive behaviour

The use of positive behaviour to improve attendance by students is expected of all teaching staff. Motivational language should be used to ensure that students understand the importance of their attendance to all aspects of their study programme.

- Any student awards should have a good attendance component.
- Learning Walks from managers to be encouraged to ensure that a consistent message is being conveyed with regard to attendance, especially in the first weeks of the new term so bad habits are not formed.
- Authorised absences are to be recognised positively in data analysis.

Register Marks to be used

/ - Attended

L - Attended (late)

O - Absent

P - Placement/Work Experience

S - Notified Absence/Sickness

N - Not due to attend/authorised absence

E - Attended (left early)

B - Break in training

X - Session cancelled

V - Covid 19 Self Isolating

D - Distance Learning