



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

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Version:	2
Original issue date:	July 2022
Author:	Head of College Experience, Behaviour & Engagement
Approval body:	College Leadership Team / Strategic Leadership Team / Governors
Renewal timescale:	One year
Reviewed:	August 2023
Next review due:	July 2024
Approved and authorised by:	Board

To support our commitment to Sustainable Development Goals, the policy has identified three SDG's it is working towards. The full list of SDGs can be found here - [THE 17 GOALS | Sustainable Development \(un.org\)](https://un.org/sustainabledevelopment/)
Please identify the goal, a target and current position.

Goal	Target	Current position
Reduce inequality within and amongst counties (10)	To work closely with parents/carers, teachers and support staff within the college to support students to build positive relationships and achieve positive outcomes.	
Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (4)	To shift the culture away from punitive disciplinary measures towards a collaborative/restorative process that reengages learners more effectively in learning.	
Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels (16)	To promote positive interactions in the first instance and ensure everyone within the college community are aware of their responsibilities and feel they are accountable for the behaviour of the college community	

1. Sector leading
2. On target
3. Below target
4. Not started

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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.

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

- Students value our College and our behaviour policy.
- Staff feel supported in dealing with challenging behaviour.
- 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.
- Support students to be ready for society and employment.

Student responsibilities

- Show respect to College staff, students, College property and the College environment.
- Follow the reasonable instructions of College staff and others involved with their learning.
- Represent the college and build relationships with other students, staff and employers.
- Follow the College Behaviour Policy and cooperate with any arrangements put in place to support them
- Take responsibility for their own work and behaviour

Staff responsibilities

- Be responsible for ensuring that the college's expectations are followed and fully understood by students.
- Take responsibility in managing good behaviour not only in the college but also on work placement
- Create a culture which is clear, fair, friendly and fun. Engage students by applying a positive approach.
- Take responsibility for promoting respectful behaviour and correcting behaviour where appropriate.
- Lead by example by being courteous, considerate and polite
- Be familiar with and understand the Student Disciplinary Policy and Procedures
- Attend and contribute to meetings to support students

College Management and Leaders

- To make clear that it is the responsibility of all staff to implement this policy and procedures , to help students behaviour, to deal with and/or report any incidents or breaches of the College expectations and to support students who may be involved in an incident.
- Ensure that every effort is made to avoid the use of the disciplinary action where support or alternatives are more appropriate.
- Ensure that staff and students are aware of this policy
- Ensure staff are clear about the extent of their disciplinary authority
- Take all reasonable measures to protect the safety and well-being of staff and students.
- Ensure staff display good behaviour and professionalism.

Serious and unacceptable behaviour

Alcohol and Drugs	<p>It is prohibited to bring alcohol, drugs, illegal substances, or substances onto college premises or to any associated activity such as work experience. Any items should be confiscated if possible and the police will be notified where appropriate.</p> <p>Students suspected to be dealing or supplying drugs will usually be suspended immediately, pending investigation.</p> <p>Students should not be under the influence of drugs or alcohol whilst in college. In all cases, College Security (where available), a member of Safeguarding Team and the head of behaviour should be the first point of contact and notified immediately. A first aider should be notified if appropriate.</p>
Bullying and Harassment	<p>Bullying and harassment is a form of emotional abuse</p> <p>The College takes bullying and harassment seriously. This may be due to, but is not limited to, any protected characteristics, or other factors including poverty, body image, or ability. Bullying can also be online bullying, whether it has taken place inside or outside of college. It includes use of aggressive and derogatory language. Some issues you may come across include:</p> <ul style="list-style-type: none"> • Homophobic (abuse due to a person's sexual orientation or perception of this) and transphobic bullying (abuse of trans identifying people or those questioning their gender). • Gender – bullying because of someone's gender or sex, or use of misogynistic behaviour or language. • Racism or bullying because of language, cultural or religious differences. • Ability or neurodiversity discrimination. • Harmful sexual behaviour or inappropriate sexual behaviour, including peer on peer abuse. <p>All reports of bullying and harassment should be fully investigated, and appropriate action taken. Bullying or harassment of any kind must never be ignored.</p>
Damage to property	<p>A student purposefully damaging College property or having disregard to the building, fixtures and fitting will usually be considered as vandalism. They may be charged for the cost of any damage they incur.</p>
Violent or threatening behaviour	<p>Students demonstrating threatening or intimidating behaviour towards students, staff, visitors, or members of the public on or off college premises, including on transport to and from the College, will usually be suspended pending an investigation.</p>
Swearing and Abusive Language	<p>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. If the student responds to the challenge in an aggressive manner, staff should contact on-call. We will never accept a student being verbally abusive.</p>

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"/> 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 item three.</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 bully, 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>

PRACTICAL STEPS IN MANAGING AND MODIFYING POOR BEHAVIOUR WITHIN THE CLASSROOM

Personal Level

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

On Call should be requested for serious incidents of unacceptable behaviour in lessons and around the site. These behaviours include violence, racism, homophobia, dangerous conduct, threats to other students or staff.

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.
- b. State the behaviour that was observed and which rule/expectation it contravenes.
- c. Tell the student the consequences of there actions. If necessary refer to previous examples of good behaviour.
- d. Walk away from the student, allow them a short amount of time to make the right choice.

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 on-call will be used. The member of staff supporting will initially take the student outside of the classroom for a discussion and try to reengage them back in the lesson. If this is unsuccessful the student will be removed from the lesson.

Students who continually reach Step Three may be required to attend a Progress Coach Support meeting if the member of staff requests.

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 challenge 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 at unstructured times.

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. Consistency is key. 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

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, they are acting in an unprofessional manner.

Where students feel they are valued and respected, they much more likely to respect adults and accept their authority. This is the basis of building a good relationship.

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. Rewards will be given on students meeting and going above expectation.

Request for On-Call support

If the steps above have been exhausted or behaviour is deemed unacceptable (Stopping others from learning, Dangerous, Abusive) it may be necessary to request additional support or have the student removed from the session.

- Staff may use the On-Call system

Procedure

- Teaching staff contact through teams
- Member of staff on-call will pick up the contact and attend the relevant classroom/workshop (approx. within 10 mins)
- On-call manager will remove the student from the session and speak to them away from the class. The aim is to re-engage the student in the lesson.
- If the student is non-compliant on-call will remove the student to another area (tbc) and contact JF/AW if necessary. This step is to work with the student with the goal of re-engaging them back into lessons at a later time. (Intervention / reflection / restorative work will be undertaken by an appropriate member of staff).
- If the behaviour is abusive or dangerous on-call to contact JF/AW to consider next steps.

Section 3

The disciplinary support 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. At this stage, individual departments have the flexibility to use various rewards or removal from practical sessions or visits. Where reward or warnings are not effective, the disciplinary procedure can be followed. All staff are responsible for behaviour. If a student's behaviour continues to be challenging or unacceptable progress coaches should be used to support in the first instance. If you feel that a student has behaved in a way that is dangerous / abusive or has breached the college's code of conduct, then College management (CMT) or College leadership (CLT) may request a student be placed on a disciplinary stage.

Guidance on implementing the disciplinary support stages

Stage 1 - Progress coach support /

Progress coach support 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 Collsys and the action plan details will be recorded using smart targets and reviewed by the Progress Coach in collaboration with the member of staff requiring the support.

This 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 may ultimately result in the student being suspended or excluded from the College.

Stage 2 – Curriculum Manager Involvement

Where a supportive approach is shown to have failed, or for behaviour incidents of a more serious nature, a disciplinary process may be applied. The Head of Department will retain oversight of the process.

This stage will be implemented by a Curriculum Manager after discussion with the course tutor and their head of department. There must be evidence that the supportive stage of the process has been followed and that a support or improvement plan was implemented. Clarity of objectives agreed and the support provided, which should be recorded on Collsys, will be reviewed to inform the decision to progress to stage 2.

The College may issue a stage 2 intervention if, after the Progress Coach support stage the discussed behaviour has not been met OR the seriousness of behaviour warrants moving to the next stage of sanction. The student may be met by a Progress Coach and Course Tutor and Curriculum Manager who will:

- State the reason for the stage 2 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 all these matters to the student in writing– Record on Collsys system
- Involve parents / carers where applicable (under 18)

Stage 3 – CLT Involvement

Issued by any Head of Department or equivalent.

The College may issue a CLT Stage 3 if, after the Stage 2 (Curriculum Manager Involvement) 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, head of department and the Head of behaviour 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 CLT Stage will be in force for the remainder of the academic year, or six months, whichever is greater Record on Collsys
- Confirm all these matters to the student in writing
- Involve parents / carers where applicable (under 18)

Exclusion – Final Stage

The College may exclude a student where:

- The required improvement is not achieved within any timescale stated in the CLT stage; or
- Further misconduct takes place during the currency of a CLT stage warning, whether or not it involves a repetition of conduct which was the subject of a previous warning; or other serious incident. If there is a serious incident of unacceptable behaviour, the College may consider going straight to this stage

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.

Only the head of behaviour or a member of the Strategic Leadership Team (SLT) may exclude a student. A student will receive a letter in explaining the reasons for the exclusion, which will include the date on which the exclusion takes effect.

All exclusions 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 at least 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.

Appeals

Students may only appeal an exclusion stage, although the College Complaints Procedure applies if students feel they have been wrongly treated. All appeals should be made in writing within 10 working days of the College's decision to exclude.

The appeal will be heard by a nominated member of the strategic leadership team 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.

Suspension or removal from site

If appropriate, the Head of Behaviour or on occasion an Assistant Principal can suspend a student from College for a fixed amount of days, whilst an investigation takes place.

Removal from site - For de-escalation CMT / CLT may remove a student from site for part or all of the day.

Where a student's behaviour has been a breach of expected standards and may cause up harm or abuse 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. Any member of College Management / Leadership team can initiate a removal.

The member of staff should speak to the student about their behaviour, in a quiet space away from the incident, and give them the opportunity to discuss and write a statement.

- If this occurs, the member of staff may request a member of security to support with escorting the student off the premises (or inform security if the students leave of their own accord).
- Before any student is asked to leave the premises, the college will establish that the student will be safe, parents are notified immediately, if applicable of the suspension and that the student can get home. Before escorting the student off the premises, a statement should be taken from the student as the starting point of the investigation if appropriate.
- 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 or witnessed verbal permission.
- A student will only be suspended after careful consideration. The suspension will not be unnecessarily protracted, and it will be without prejudice.
- After a temporary removal, a meeting will be held to discuss their behaviour before returning to their course.
- After a suspension a formal meeting or hearing will be held upon the student's return to determine next steps. This could be any Stage 1 to 4 or exclusion of the disciplinary support structure. to discuss their behaviour before returning to their course.
- Access to work must be made available by the relevant department whilst a student is suspended.

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 Guide	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 Collsys for repeated poor conduct incidents. Meeting held with the student and a plan in place for monitoring through tutorial.	Immediate and short term.
- Progress Coach support stage 1	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 Collsys, and the student must contribute and agree.	Usually, immediately following initial contact, followed up with one-to-one tutorial as required.
- Stage 2	Course Tutor, Curriculum Manager 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 Collsys, and the student must contribute and agree.	Usually, immediately following initial contact, followed up with one-to-one tutorial as required.
Stage 3 CLT Stage	Head of College Experience, Behaviour & Engagement 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 Collsys, and the student must contribute and agree. An agreed outcome / targets 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 Collsys.	
Exclusion	Head of College Experience, Behaviour & Engagement	A hearing may also be held at this stage.	Recorded on Collsys. A letter sent within 5 days advising of the decision will be sent to the student (and parent if under 18). Administrative support to attach letter to CPOMs.	
Appeal of Permanent Exclusion	Assistant Principal	Invitation for appeal hearing sent by administrative support, with 5 days' notice.	Recorded on Collsys. 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 Guide	Action and investigation by whom	How	Records	Time
Student Support and Safety Panel Meeting	Head of College Experience, Behaviour & Engagement	For cases where an alternative process is required to deal with a student support or safeguarding matter.	Recorded on CPOMs or Collsys. 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.

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.

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 Head of behaviour or the student 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. 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. Any Safeguarding, Disability, EHCP, Mental ill Health concerns need to be identified and the College Safeguarding Officers / Manager and / or the Learning Support Organiser will 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.
4. Students must be provided with the opportunity of giving their own version of events 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. College CCTV may be used to determine the outcome of an incident.
8. Following the conclusion of an investigation a decision must be made on the most appropriate level of disciplinary action to take (if considered necessary).
9. 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.

G. PROCEDURE FOR PERMANENT EXCLUSION APPEAL HEARINGS

A note taker may be present to record proceedings.

- A meeting 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.
- 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. A Head of Engagement, Behaviour and Experience
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:

Head of Engagement, Behaviour and Experience
Head of Department
Curriculum Manager
Student Services Manager
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.

Appendix 1 – 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.

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 without documented reasons or mitigation 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).
- 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 complete the register within the first 15 minutes of the session in-line with safeguarding procedures. Outcomes will be logged on Collsys 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 Collsys.
- 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 Collsys. If a skills study student does not return, the safeguarding team must be contacted.
- 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 Collsys.

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 Collsys.

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 Collsys. The intervention should be recorded by the person who takes the action. Interventions must be recorded on Collsys 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 Collsys. 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