Behaviour & Relationship Management Policy

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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)
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.	2.
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.	2.
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	2.

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 to 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 and staff work together to create a welcoming, respectful and supportive College community.
- Staff feel equipped and valued in their role of guiding, supporting and responding to students in a fair and consistent way.
- We nurture a culture where positive behaviour, mutual respect, and responsibility are encouraged, understood, and celebrated.
- Every student is treated equitably, shown dignity and respect, and supported in building strong, positive relationships.
- Students are encouraged to take ownership of their actions, learn from experiences, and develop skills for making positive choices.
- Clear guidance is available so that all students and staff know how to access advice, wellbeing support, and restorative approaches when needed.
- Together, we build a safe, caring, and inclusive community that values kindness, empathy, patience, humour, cooperation, and respect for others.
- To strengthen a sense of belonging by nurturing positive, respectful, and supportive relationships across the whole College community.

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

- Treat yourself, others, and the College environment with respect, care, and consideration.
- Work cooperatively with College staff and others supporting your learning, following agreed guidance to keep everyone safe and included
- Contribute positively to the College community and build respectful relationships with fellow students, staff, and the wider community.
- Take responsibility for your own learning and behaviour, and engage positively with any support offered to help you succeed

Staff responsibilities

- Ensure that students clearly understand the College's high expectations, supporting them to meet and exceed these in positive ways.
- Promote positive behaviour consistently, both within the College and on work placements, helping students apply expectations in different settings.
- Foster a culture that is clear, fair, supportive, and engaging, encouraging students to thrive through positivity and challenge.
- Promote respectful behaviour and guide students in making positive choices, addressing concerns fairly and constructively when they arise.
- Model the highest standards of courtesy, consideration, professionalism, and respect in all interactions.
  Be confident in applying the Student Behaviour and Support Policies, including restorative and disciplinary procedures, to ensure fairness and consistency. Actively participate in meetings and collaborations that support student progress, wellbeing, and success.

Additional Responsibilities for College Management and Leaders

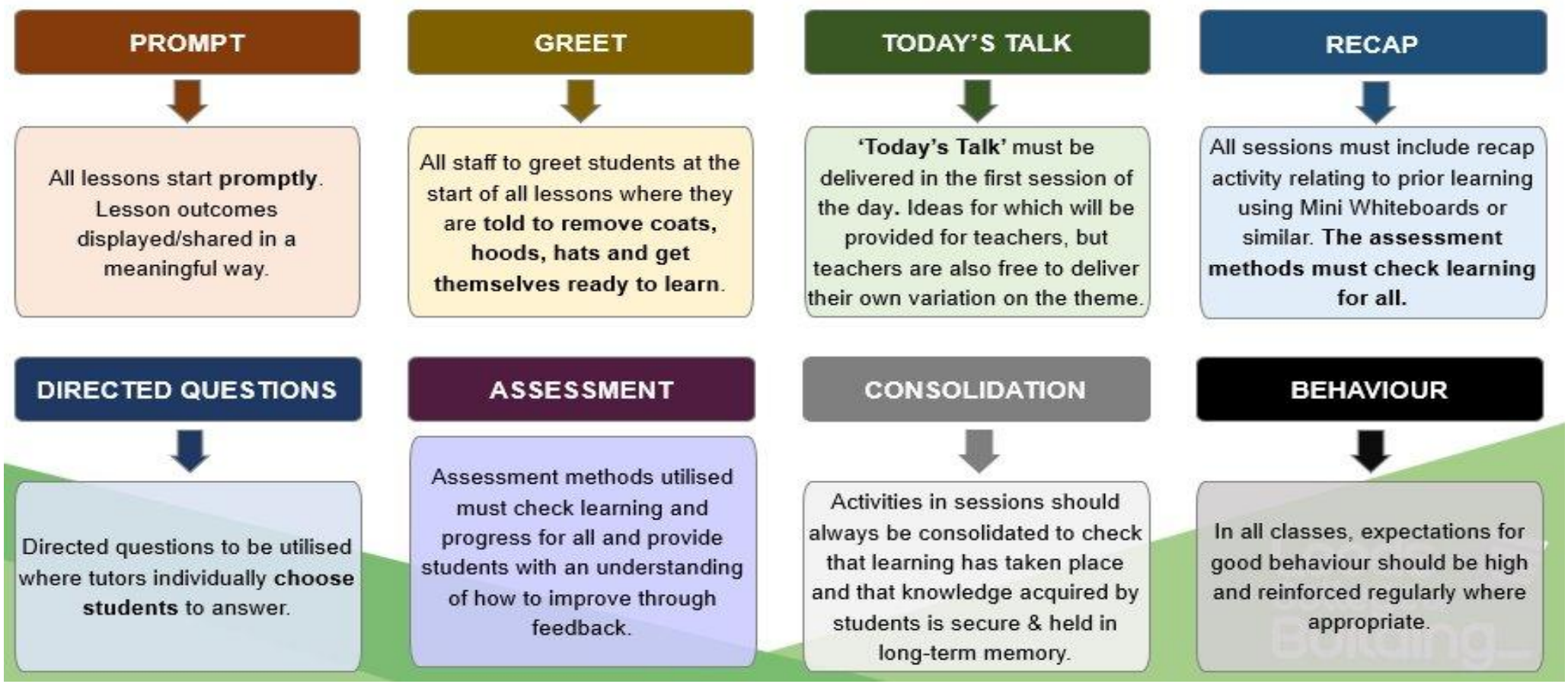
- Ensure that all staff understand, own, and consistently apply the policy and procedures as part of a shared commitment.
- Support students in displaying positive behaviour, ensure that incidents are addressed and reported fairly, and provide appropriate care to all involved.
- Prioritise supportive and restorative approaches, using disciplinary action only when necessary and appropriate.
- Make sure all staff and students are familiar with, and confident in applying, the policy.
- Provide clarity and training so staff understand their role, responsibilities, and authority in promoting positive behaviour.
- Take all reasonable measures to safeguard the safety, wellbeing, and dignity of staff and students.
- Model and expect the highest standards of professionalism, integrity, and respectful behaviour from all staff.

Serious and unacceptable behaviour

Alcohol and Drugs	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. Students suspected to be dealing or supplying drugs will usually be suspended immediately, pending investigation. Students should not be under the influence of drugs or alcohol whilst in college. In all cases, On-Call should be contacted. College Security (where available), a member of the college Safeguarding Team and the Head of Behaviour may also be involved at this stage. A first aider should be notified if applicable.
Bullying and Harassment	Bullying and harassment is a form of emotional abuse 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 cyber bullying, whether it has taken place inside or outside of college. It includes use of aggressive, discriminatory, prejudice and derogatory language. Some issues you may come across include: • 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. All reports of bullying and harassment should be fully investigated, and appropriate action taken. Bullying or harassment of any kind must never be ignored. Students are encouraged to use the **Call It Out** button to report any incidents of discrimination, bullying, or harassment they have experienced or witnessed, whether in College or outside. Reports can be submitted online and will be managed in line with College procedures. Further details are provided in Section 4 of this policy.
Theft and Damage to property	A student found to have stolen College property, or the property of another individual, will be considered to have committed a serious offence. Such behaviour is unacceptable and will result in disciplinary action, which may include suspension or exclusion, as well as repayment for any loss or damage caused. 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.
Violent or threatening behaviour	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.

Swearing and Abusive Language	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 support. We will never accept a student being verbally abusive.

Section 2 - Inclusive Classroom



The Inclusive Classroom is Leeds College of Buildings universal approach to creating safe, respectful and engaging learning environments and delivering a consistent teaching, learning and behaviour experience for all students. Through consistent routines, positive relationships, clear expectations, active participation and high-quality teaching, staff support all students to be Safe, Respectful and Ready to Learn. The Inclusive Classroom provides a common framework for lesson delivery across the College, ensuring that students experience the same high standards, expectations and learning practices regardless of subject, course or campus. By embedding effective teaching strategies such as clear lesson structures, retrieval and recap activities, purposeful questioning, assessment for learning and opportunities for consolidation, staff create classrooms where all students can participate, make progress and achieve. The approach promotes belonging, reduces barriers to learning, encourages positive behaviour and ensures that behaviour is addressed consistently, fairly and proportionately across the College.

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 their 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 are 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.

Procedure

- Staff contact On-call through the icon on the LCB home screen
- 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. 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 remove the student off-site by releasing them for the day with support from security if necessary. On-call member of staff to contact home if the student is under 18, update collsys and follow up with the relevant curriculum manager. (See page 13 – removal from site / suspensions)

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

Support Stage (Full time students) - 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:

- Identify and address any barriers that may be impacting student engagement, wellbeing, and success.
- Recognise that behaviour may be a form of communication and respond using trauma-informed practices that seek to understand the root causes of student behaviour.

- 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

Support Stage (Apprentices) – Apprentice Assessor Compliance Coach (AACC)

Lecturer to liaise with AACC and decide if the apprentice's employer needs to be contacted to discuss the required improvements in conduct.

- 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 – Start of Formal Disciplinary Process 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
- 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 Curriculum Manager and the head of department 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 Hearing

Head of College Experience, Behaviour and Engagement

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

Suspensions and Automatic Exclusion Hearings

Any suspension issued by the College will automatically trigger an exclusion hearing.

This hearing provides a formal review of the circumstances that led to the suspension and ensures that all cases are considered consistently and fairly. The hearing does not mean that exclusion is inevitable. Possible outcomes include no further action, the issuing of a verbal, written, final warning, or exclusion. The decision will be based on the seriousness of the alleged incident, the evidence presented, and the welfare of the wider College community.

On some occasions for misconduct occurring whilst students are staying in 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 students 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.

A student (or their parent/guardian) may only appeal an exclusion under the following circumstances

- Unfair Process - If the College did not follow the correct procedures when deciding on the exclusion, such as failing to provide the student with an opportunity to present their case or not informing the parents properly.
- Disproportionate Punishment - If the exclusion is considered too harsh for the offense, especially if the behaviour did not warrant such a severe consequence that doesn't align with the College's behaviour policy.
- Disability Discrimination - Students with disabilities can appeal an exclusion if they believe the behaviour leading to the exclusion was linked to their disability, and reasonable adjustments were not made to support them.
- Bias or Discrimination - If there is evidence that the decision to exclude was influenced by factors like race, gender, or personal bias from College staff, the exclusion can be appealed on grounds of discrimination.
- New Evidence - If new evidence comes to light that was not considered during the initial decision-making process.
- Failure to Consider Mitigating Factors - If the College failed to consider the student's personal circumstances (e.g., bullying, mental health issues) when making the decision.

All appeals should be made in writing and addressed to the quality unit (qualityunit@lcb.ac.uk) within 10 working days of the College's decision to exclude.

The appeal will be reviewed by a nominated member of the strategic leadership team with no previous involvement in the case. The appeal may require another hearing, and this 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 if a new hearing is required.

Removal from site

If appropriate, the Head of Behaviour or on occasion a member of the strategic leadership team can suspend a student from College, whilst an investigation takes place or until a disciplinary hearing is held at the earliest convenience.

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

Where a student's behaviour has breached expected standards and may cause 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. 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 / School delegated adult or with their explicit written or 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.
- 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 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. Students may be suspended or applications postponed until a safety panel meeting has been held, where necessary.

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	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 **Start of formal disciplinary process**	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. Parent or guardian must be informed if not attending if under 18.	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 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. Parent or guardian should attend if under 18.	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.	
Exclusion	Head of College Experience, Behaviour & Engagement	A hearing may also be held at this stage after a suspension. Parent or guardian should attend if under 18.	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 . Collsys	

Stage Guide	Action and investigation by whom	How	Records	Time
Student Support and Safety Panel Meeting	Head of College Experience, Behaviour & Engagement, Head of Faculty, Student Safeguarding Manager.	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.
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 Collsys	5 days' notice of the hearing, with decision received within 10 working days.

Section 4

Reporting Discrimination – Call It Out

Leeds College of Building is committed to ensuring that all students and staff are able to learn and work in an environment free from discrimination, harassment, and prejudice. To reinforce this commitment, the College has introduced the **Call It Out button**

This pathway empowers students, to challenge discrimination by reporting any incident they have experienced or witnessed, whether it occurs on College premises, in the community, or online.

Reports can be submitted through the dedicated **Call It Out button**, accessible via the student intranet home page..

All reports are received by the Progress Coach team who will

- Review and log the concern or incident
- Take action in line with College policy and procedures
- Resolve the matter directly where appropriate, or refer it to the Behaviour Lead, Safeguarding Team, or another relevant department if further investigation or action is required

The College guarantees that all reports will be handled sensitively, fairly and in line with our values of Fairness, Ownership, Collaboration, Understanding, Standards, Equity and Delivery.

By introducing the Call It Out button, the College is promoting shared responsibility for challenging unacceptable behaviour, standing up against discrimination, and building a culture of respect, inclusivity and safety across the wider College community.

SECTION 4**5**

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 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 is 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 - 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 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, but the Chair must consider reasonable adjustment if applicable.

1.	The College representative shall put the case in the presence of the student.
2.	The student (or his / her representative) shall have the opportunity to ask questions of the College representative and of any witness statements or evidence.
3.	The person(s) conducting the hearing / appeal shall have the opportunity to ask questions of the College representative and witness statements or evidence.
4.	The student (or his / her representative) shall make a response in the presence of the College representative.
5.	The College representative shall have the opportunity to ask questions of the student and of any evidence
6.	The person(s) conducting the hearing / appeal shall have the opportunity to ask questions of the student and of any witness statements or evidence.
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 any others involved shall withdraw.
9.	The person(s) conducting the hearing / appeal shall deliberate and may call on the college's representatives to clear points of uncertainty on facts already given. If recall is necessary both parties are to return to clarify 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. Head of College Experience, Behaviour and Engagement or the Student Safeguarding Manger
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:

   Student Safeguarding Manager
   Head of College Experience, Behaviour and Engagement
   Head of Department
   Member of the Strategic Leadership Team
   Designated Safeguarding Officer

4. The panel in the first instance will assess the student's needs and this may include a risk assessment.
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.

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Mobile Phones and Personal Electronic Devices (14-16 Provision Only)

This section applies only to students enrolled on the College's 14-16 provision and reflects current government expectations regarding the use of mobile phones in education settings.

Leeds College of Building recognises that mobile phones and other personal electronic devices can provide educational benefits. However, unrestricted use can negatively impact learning, concentration, behaviour, wellbeing, online safety and safeguarding. Students attending the 14-16 provision must not use mobile phones, smart watches, headphones or other personal electronic devices during lessons, tutorials, workshops, assessments or other timetabled activities unless expressly authorised by a member of College staff for an educational purpose.

Students should ensure that mobile phones and personal electronic devices are switched off or placed on silent mode and stored securely throughout the College Day. Devices should not be visible within classrooms, workshops or other learning environments unless permission has been granted by a member of staff.

Responsibilities of Partner Schools and Referring Provisions

Where students attend Leeds College of Building through a partner school, alternative provision or other referring organisation, responsibility to communicate this expectation.

The referring school or provision is responsible for:

- Establishing and communicating its expectations regarding student access to mobile phones and personal electronic devices.
- Informing students and parents/carers of those expectations before attendance at College.
- Taking reasonable steps to ensure compliance with its own policy.
- Managing concerns where students attend College with mobile phones contrary to the expectations of the referring organisation.

Whilst Leeds College of Building will manage the use of devices whilst students are on College premises, it cannot assume responsibility for preventing students from bringing devices onto site.

Unauthorised recording of staff, students or visitors may be treated as misconduct and dealt with under the College's Behaviour and Relationship Management Policy.

Reasonable adjustments will be considered for students who require access to a personal electronic device because of a medical condition, disability, SEND need or other identified support requirement. Such arrangements must be agreed in advance and recorded where appropriate.

The College will work collaboratively with partner schools, alternative provisions, parents/carers and students to promote safe, responsible and respectful use of technology and to maintain a positive learning environment for all learners.