

RELATIONSHIPS AND POSITIVE BEHAVIOURS POLICY

(Incorporating Disciplinary Procedures)

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Student Values

C Caring

Caring means showing empathy and kindness towards others. We encourage students to be considerate and supportive of their peers, fostering a sense of community and mutual respect. By caring for one another, we create a welcoming and inclusive atmosphere.

A Aspiration

Aspiration involves setting high goals and striving to achieve them. We motivate students to dream big and pursue their passions with determination and perseverance. Aspiration drives innovation and personal growth, helping students reach their full potential.

R Respect

Respect is the foundation of a harmonious community. We expect students to treat everyone with dignity and honour diverse perspectives. By valuing each other's differences, we build a culture of mutual respect and understanding.

E Excellence

Excellence represents the commitment to doing one's best in all endeavours. We aim to cultivate a mindset of continuous improvement and high standards in academics, extracurricular activities, and personal development. Excellence is about going above and beyond to achieve greatness.

S Support

Support involves providing help and encouragement to others. We emphasise the importance of being there for one another, whether it's through academic assistance, emotional support, or simply being a good friend. A supportive environment empowers students to succeed.

1. Introduction

- 1.1. Good relationships need to be at the heart of everything a college does if effective teaching and learning are to take place. Our aim at LSEC is to build these positive relationships by taking a restorative approach.
- 1.2. Restorative approaches build strong, respectful, conciliatory college communities, addressing issues related to behaviour, relationship-building and social skills. Young people and adults develop emotional literacy and skills which enable ownership of issues and solutions, and this contributes to a culture of resilience, empowerment, and concern for others. Improved quality of relationships enhances learning within the classroom.
- 1.3. The restorative approach prioritises the repair of any harm done to relationships and people over and above assigning blame and dispensing punishment. It shifts the emphasis from managing behaviour to focussing on building, nurturing, and repairing relationships.

2. Policy Purpose

- To provide a supportive learning environment within which all members of the college community can feel safe, happy, and valued.
- To offer clear guidelines and safe, secure conditions in which effective learning can take place.
- To support and develop staff and students to solve conflict and to make, maintain and mend relationships.
- To set high expectations for standards of behaviour and a caring attitude across the whole college community.
- To enable everyone within the college to appreciate their own self-worth and to respect the needs of others.
- To provide the procedures to be implemented should the disciplinary process need to be implemented.

3. Our Behaviour Expectations

- 3.1. Our behaviour expectations are captured under the 3Rs: **Ready, Responsible, Respect**, and apply to staff, students, and all stakeholders within the college community. They are the foundation to building a relational college community where everybody's intrinsic self-worth is valued. All members of the college community have a part to play in fostering these values.

Ready

- On time, ready to learn and prepared.
- Prepared by bringing the books, Personal Protective Equipment (PPE), tools and other equipment needed for your classes or workshops.
- Dressing appropriately
- Wearing a visible valid College ID badge
- Removing hats and hoods
- Ready to take on learning challenges.

Responsible

- Responsible for your own learning –e.g. taking notes in class.
- Responsible for your own health and safety and the health and safety of other college

users

- Responsible for your own attitude and behaviours
- Responsible for others in the college community by being respectful, responsive, and supportive.

Respect

- Respecting your peers and other college users
- Respecting your teachers and other college staff
- Respecting employers and work placement colleagues
- Respecting the environment, you are in
- Respecting yourself
- Keeping up your standards
- Allowing others to work or study without disruption.

4. Withdrawal: The First 42 Days and after

- 4.1. The College reserves the right to withdraw any learner within their first 42 days of their enrolment at London South East Colleges. After the initial 42-day period, withdrawal may still be considered in line with the Colleges attendance and disciplinary procedures.
- 4.2. A learner who has been absent for a continuous period of four weeks without satisfactory explanation or engagement may be withdrawn from their course.
- 4.3. Withdrawal can be for reasons such as non-attendance, poor attendance and/or behaviour which the college does not deem as acceptable.
- 4.4. The College will attempt to communicate with the student and/or parent/carer/multi agency as soon as concerns are identified before withdrawal is considered.
- 4.5. The College will notify the learner of the withdrawal (using the details recorded on the system).
- 4.6. The College will write to parents/carers of learners under the age of 19 informing them of the decision to withdraw. Multi-agency partners will be kept informed of decisions to withdraw when information is known and appropriate to share.

5. Appeal Against Withdrawal

Learners have the right to appeal a decision to withdraw them from their course, whether the withdrawal occurs within the first 42 days of enrolment or thereafter.

5.1. Appeals must be submitted in writing to the Curriculum Admin team via email at Curriculum.Admin@lsec.ac.uk within 10 term-time days of the date on the withdrawal notification letter. The appeal must clearly state the grounds and provide supporting details or evidence if applicable.

5.2. The Curriculum Admin team will forward the appeal to the Deputy Principal for Study Programmes and/or the Assistant Principal for Curriculum, who will review the submission. The learner may be invited to attend a meeting to provide additional information in support of their appeal.

5.3. The learner will be informed of the outcome of their appeal in writing within 10 term-time days from the date the appeal is received. The outcome will be considered final.

6. Restorative Practice

It is the college's expectation that staff encourage a culture of empathy, support and kindness and try to identify, and support, students' barriers to learning, unmet needs and behaviour triggers before escalating to formal stages of disciplinary.

6.1. Where appropriate, restorative conversations should be offered as a first step in resolving behavioural concerns. These conversations should be student-centred, aiming to repair harm, rebuild trust, and promote accountability. Staff are encouraged to use reflective questioning and active listening strategies, as outlined in the Ready to Learn guidance, to support students in understanding the impact of their behaviour and identifying positive steps forward

6.2. Restorative meetings should normally take place between the student and their teacher (in some cases, the Curriculum Manager will chair). For students under the age of 19, parents /carers will be invited to participate in the meeting to ensure consistent messaging and a shared understanding of expectations and next steps.

6.3 Records of restorative interventions and conversations should be recorded on eTrackr prior to escalation to formal disciplinary stages (except in the case of serious or gross misconduct).

6.4 Staff should consult the Staff Relationships and Positive Behaviours Handbook for information and guidance on developing and implementing restorative approaches.

7. Cooling Off Period

7.1. 7.1 A cooling off period may be used up to a maximum of 3 term time days, where it is not believed appropriate to suspend a student.

7.2. A cooling off period is at the discretion of a Senior Leader/Assistant Principal/Director/Curriculum Manager/Duty Manager and should be logged on eTrackr and the register marked accordingly (A 'C' mark is to be used initially to ensure that absence monitoring is not implemented, and a request should be made to MIS to convert to an X mark).

7.3. After the cooling off period, the student must meet an appropriate college manager before returning to classes.

7.4. Following a cooling off period a scheduled Restorative Meeting should commence with all involved (ideally the next working day following the incident). Staff should refer to the Relationships and Positive Behaviours Staff Handbook for guidance on how to conduct a restorative meeting. See Appendix 2 for example of an action plan that can be used to support students 'My Way Forward Plan' (at the discretion of the meeting lead).

8. Suspension

8.1. If an alleged action is considered to be very serious, the college may choose to suspend a student pending investigation. Suspension is a neutral act to support the investigation process and to maintain safety on campus.

8.2. A decision to suspend a student will be taken by an Assistant Principal/Director or a member of the Group Executive (including Deputy Principals). This will be pending a brief investigation into the alleged serious/gross misconduct.

8.3. A student will be told in writing (via email or letter) of a decision made to suspend them and any conditions related to that suspension, within 2 term time days of the decision

being made.

- 8.4. The suspending manager will attempt to communicate with the identified next of kin for a learner under the age of 19 (under the age of 24 with EHCP) once the suspension has been agreed. Brief details of the suspension will be provided and details of next steps that will follow.
- 8.5. College accounts will not be accessible during a suspension period; therefore, Curriculum managers must ensure that work is provided to suspended students via personal email (detailed on the system) and/or via post and feedback is shared to ensure the student can maintain on track. Following a suspension, on return to college, the curriculum team should work with the student to see if any additional support is required to help the student catch up on any missed learning.
- 8.6. If there are national exams planned during a suspension the curriculum teams need to review, with relevant teams for example Campus Support, if the student can return to campus to complete their exams ensuring that their safety and the safety of others is not at risk.
- 8.7. Any suspension will be for a defined period of time only and will be subject to periodic review by senior staff, who may withdraw, vary, or extend the suspension and impose conditions (e.g. prohibiting contact with named individuals, including via social media). Typically, a suspension will remain in place until a disciplinary meeting is concluded with an outcome. The college aims to hold the hearing within **15 term-time days** of the suspension decision. If an extension beyond this timeframe is necessary, the Curriculum Admin team will contact the learner to explain the reason for the delay and provide an updated timeline
- 8.8. The college will consider whether any action may be taken to reduce any negative effect that suspension may have on the student. For example, the college may allow the student to attend college to sit an examination or submit an assignment or work must be sent home to the student.
- 8.9. When a student is suspended, the Curriculum Admin team will check if the student is known to safeguarding and/or ALS team to share information of suspension if relevant. A member of the safeguarding and/or ALS team will contact relevant external partners, for example social worker, to inform them of the suspension and next steps. A member of the relevant team/s will keep in touch with the suspended student and will support them throughout the process including returning to college if applicable.

9. Sanctions and Support

- 9.1. We encourage the use of restorative practice to initially repair and resolve fractured relationships and displays of inappropriate behaviours (communicating an unmet need).
- 9.2. It is understood that a punitive approach alone may inhibit behaviour because an individual does not want the inconvenience of a sanction, but as long as needs remain unmet, there is the likelihood of behaviours reoccurring. Sanctions alone do not help an individual understand the impact of their actions on others and consequently are unlikely to contribute to the building of social capital within the college community and society.
- 9.3. However, we do recognise that if sufficient progress or resolution has not been achieved through a restorative approach or if the behaviour is considered of a serious nature, an alternative intervention is required in the form of a disciplinary meeting.
- 9.4. When the College writes to a student under these procedures a copy of the letter will be sent to:

- the parent/carer of any student who is not yet 19 at the time of the meeting.
- A significant adult for vulnerable adults not living in the family home, this could be a parent/carer, key worker or social worker
- The virtual school for any student known to be under their care or support.
- the employer (apprentice only) of any student who is not yet 19 at the time of the hearing.
- the student, sponsor and/or employer (apprentice only) for any student aged 19 or over.

10. Disciplinary Stages

We encourage the use of Restorative Practice to initially repair and resolve all relationships and displays of inappropriate behaviours (communicating an unmet need).

However, we do recognise that there are times when staff may need to escalate to a formal disciplinary if sufficient progress or resolution has not been achieved through a restorative approach.

If an incident also includes any allegations, concerns, or involves a member of staff (including volunteers) the People Team will be included to review if staff disciplinary procedures or additional support is required.

Prior to a formal disciplinary, all attempts at restorative practice must be recorded on eTrackr.

Stage 1: Misconduct (Chaired by Curriculum Manager)

Repeatedly (*multiple occasions recorded on eTrackr and no improvement demonstrated*) not implementing the Three R's (Ready, Responsible and Respect) and not responding to restorative approach interventions to change and improve behaviour:

Stage 2: Serious Misconduct (Chaired by Curriculum Manager)

If a student does not improve and modify their behaviours following a Stage 1 meeting, they can be escalated to a Stage 2 meeting. If a new behaviour presents this should not automatically be escalated to a Stage 2 as attempts to understand and support the student through Restorative Practice should be first applied followed by a Stage 1 meeting.

Stage 2 meetings can also be used for a more serious incident that exceeds Stage 1 but does not constitute Gross Misconduct.

Stage 3 Gross Misconduct (Chaired by Director or Assistant Principal)

In some cases, an incident can be so serious that it will be treated by the college as gross misconduct. Under these procedures a student who has been found to have committed gross misconduct may face permanent exclusion.

The college reserves the right to deal with allegations of gross misconduct under Stage 3 without any requirement to conduct previous stages.

If a student does not improve and modify their behaviours following a Stage 2 meeting, they can be escalated to a Stage 3 meeting. If a new behaviour presents, this should not automatically be escalated to a Stage 3 as attempts to understand and support the student through Restorative Practice should be first applied.

Note: The safety of staff and students on campus is our priority. Acts that endanger others or cause harm will likely result in fixed or permanent exclusion unless significant mitigation is provided.

Stage 3 Review Gross Misconduct (Chaired by Director or Assistant Principal)

A review meeting is required when a student, having already been subject to a disciplinary stage 3, is involved in a repeat or similar incident. These meetings ensure that the college responds consistently and fairly to ongoing behavioural concerns.

(See appendix 1 for examples for each stage of disciplinary).

- 9.1 The Curriculum Admin team will review the information provided by the duty manager/curriculum team and will assess the appropriate level of disciplinary against the criteria outlined in the policy.
- 9.2 At all stages of the procedures, the needs of students with support needs, learning difficulties and/or disabilities will be taken into account and appropriate support offered by the college. The college will make any reasonable adjustments to the procedures required under the Equality Act 2010.

11. Disciplinary Meeting

- 10.1 The student will be invited to attend a disciplinary meeting. The member of staff chairing the meeting will be impartial. Where there are safeguarding concerns a member of the safeguarding team will be invited to the hearing to ensure the well-being of the student is being appropriately supported.
- 10.2 The student will receive written notice of the disciplinary hearing, which the college aims to provide at least 5 term-time days in advance of the scheduled hearing date. Hearings may be held earlier if agreed with the learner and/or their nominated next of kin (NOK). This notice will include:
- the date, time, and place of the disciplinary hearing
 - whether the student is to remain suspended (if applicable)
 - details of the alleged/misconduct and a summary of the evidence in support of the allegations
 - relevant evidence/witness statements redacted for anonymity (where applicable and where safeguarding permits)
 - the student's entitlement to state their case including any mitigating factors.
 - the student's entitlement to write their own written statement and provide any relevant witness statements, provided that they are received at least one day before the hearing (within term time)
 - the student's entitlement to be accompanied by a friend or relative (but not by a legal or other professional adviser) at the hearing.
 - that if the student does not attend without good reason, the college reserves the right to consider the matter in the student's absence.
 - that a disciplinary hearing may result in a fixed term or permanent exclusion (Stage 3 and Stage 3 Review only)
- 10.3 At the disciplinary hearing the interview chair may be accompanied by any relevant members of staff and, where necessary an administrative assistant. The case will be presented to the student during the hearing, and they will be expected to respond to the allegations. The member of staff conducting the hearing will determine whether the allegations against the student have been substantiated and, if so, will decide on appropriate course of

action (or consideration in their absence).

10.4 The student will be notified in writing of the decision, normally within 5 term time days of the disciplinary hearing (stage 1 and 2) and up to 7 term days for stage 3 disciplinary hearings. If there are delays, the Curriculum Admin team will attempt to provide regular updates as received by the chair to those involved.

10.5 The decision letter will also state that any repeated or similar actions/behaviour by the student may result in further disciplinary action being taken against them. A copy of the outcome will be recorded on the student's file and uploaded to eTrackr.

10.6 If the student does not attend the disciplinary meeting, there will be one attempt to reschedule the meeting and then the disciplinary will be held in the student's absence.

	Stage 1	Stage 2	Stage 3	Stage 3 Review
Chair	Curriculum Manager	Curriculum Manager	Curriculum Director or Assistant Principal	Curriculum Director or Assistant Principal
Scheduling	Curriculum Admin team to arrange (request on service desk)			
Note: If the Curriculum Manager/Director is not impartial, an alternative impartial manager of the same role should conduct the meeting.				

12. Disciplinary Outcomes

Restorative	Stage 1	Stage 2	Stage 3 & Stage 3 Review)
<ul style="list-style-type: none"> My Way Forward Plan (optional) Record of Restorative meeting (Completed on eTrackr)	Stage 1 Written Warning And one or more of the following -optional (list not exhaustive): <ul style="list-style-type: none"> No further action Improvement Contract and Support Plan Referral to internal/external support Behaviour Monitoring Period (Report) 	Stage 2 Written Warning And one or more of the following - optional(list not exhaustive): <ul style="list-style-type: none"> No further action Improvement Contract and Support Plan Referral to internal/external support Temporary Removal from Specific Activities and Privileges Targeted Behaviour Workshops or Reflective Tasks 	Stage 3 Written Warning Fixed Term Exclusion Permanent Exclusion And one or more of the following - optional (list not exhaustive): <ul style="list-style-type: none"> No further action Early Course Completion (Fast track) Application Restriction for a Defined Period of Time Improvement Contract and Support Plan Referral to internal/external support Temporary Removal from Specific

			Activities and Privileges <ul style="list-style-type: none"> • Targeted Behaviour Workshops or Reflective Tasks
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13. Exclusion Panel

12.1 The exclusion panel is in place to ensure that there is consistency in decision making across curriculum areas and campuses. It will also review that all student support needs identified through application, EHCP, safeguarding, student records and disciplinary have been implemented and considered throughout process.

12.2 If the decision of the chair conducting the disciplinary hearing (Stage 3/Stage 3 Review only) is that the student should be excluded, then an exclusion panel will be formed to review the student's place at the college.

12.3 The college holds an Exclusion Panel every Wednesday to consider cases of both fixed-term and permanent exclusions. For a case to be reviewed, a formal disciplinary hearing must have taken place at least 48 hours prior to the panel (by Monday at the latest). This ensures panel members have sufficient time to review all relevant documentation and make a fair, informed decision. If the disciplinary hearing does not occur within this timeframe, the case will be rolled over to the following week's panel. This process supports consistency, transparency, and due diligence in all exclusion decisions.

The exclusion panel is chaired by the Deputy Principal Student Experience and Group Safeguarding/Director of Student Experience (or an alternative senior member of staff). The membership of the panel includes:

- Quality Representative
- Campus Principal
- Chair of the Stage 3 disciplinary
- Additional Learning Support
- Safeguarding and Wellbeing

The disciplinary chair will be asked to present the evidence for exclusion to the panel who will then review the information provided and will either ask for more information/clarification and will ultimately approve or reject for the decision to exclude.

12.4 If the exclusion is approved then the student will be written to with the outcome which will include details of the student's entitlement to request an appeal. The notification will also state whether the exclusion is permanent (indefinite) or for a fixed term and if for a fixed term, the duration of the fixed term exclusion (for example one academic year).

14. Appeal against stages (except exclusions)

13.1. You have the right to appeal against any disciplinary outcome issued at Stage 1, Stage 2, or Stage 3 (excluding a fixed term or permanent exclusion. Appeals must be submitted in writing to the Curriculum Admin Team within 5 term-time days of the date of the outcome letter.

Appeals will be considered on one or more of the following grounds:

- The decision-maker(s) involved in the disciplinary process had a conflict of interest or

demonstrated bias that may have influenced the outcome.

- Important evidence provided by the learner or their representative was not considered during the disciplinary process.
- The disciplinary policy or procedures were incorrectly applied or interpreted in a way that affected the outcome.

The Curriculum Admin Team will designate a manager not previously involved in the case, who will review the appeal and determine whether an appeal is warranted.

13.2 Decisions Where No Right of Appeal Applies: In cases where there is no right of appeal, the outcome of the disciplinary process will be communicated to the learner in writing within 10 term-time days of receipt of the appeal letter. This ensures timely closure and clarity for all parties involved. The decision will be final and there will be no further rights to appeal.

13.3 Decisions Where an Appeal Right Applies: Where a right of appeal exists, learners may be invited to attend a further meeting to provide additional information or clarification in support of their appeal. Alternatively, the appeal may be reviewed based on the written submission alone. In either case, the outcome of the appeal will be communicated in writing within 15 term-time days, including any revised sanction if applicable. The decision will be final and there will be no further rights to appeal.

15. Appeal Against Exclusion

15.1. A student may request an appeal against a decision to exclude. Any request for an appeal must be received by the Executive Principal within 10 term time days of the date of the exclusion letter and must state the grounds and details of the request for the appeal. The student may not attend college whilst this appeal process is being conducted. The Executive Principal can designate a relevant senior manager (Deputy Principal*) to review the request for an appeal on their behalf (**not including staff who were present at the exclusion panel*).

15.2. Requests for appeals will only be considered for one or more of the following reasons:

- the decision was based on conclusions which could not have been found reasonably from the evidence presented at the disciplinary hearing.
- the sanction was disproportionate to the misconduct which was found to have taken place.
- new evidence, which has a significant bearing on the case, has come to light.
- these procedures were breached to the disadvantage of the student.

If, in the view of the senior manager reviewing the request for an appeal, there are valid grounds of appeal, an appeal hearing will be arranged.

15.3. The student should be written to at this stage to inform them of the decision to allow an appeal. If no grounds are found, the student will be informed of this and that the decision is final.

15.4. The appeal review will take place within 10 term time days of the appeal being received by the Executive Principal or delegated senior manager. The student will normally be given at least 2 term time days' notice of the date, time and place of the appeal hearing and will be entitled to be accompanied by a friend or relative (but not by a legal or other professional adviser unless the college intends to have its legal adviser present).

15.5. At the appeal hearing, the student will be invited to present the appeal and the college will appoint a representative to respond to the appeal on behalf of the college.

15.6. The relevant senior manager may ask questions of the student and the college representative may or may not retire in private to determine whether to allow or dismiss the

appeal (in whole or in part). There might be cases where it would be helpful for the college to call witnesses to respond to the appeal. Witnesses will not normally be called except where considered appropriate by the relevant manager in relation to any relevant evidence.

15.7. If the appeal is dismissed, the decision to exclude the student will stand.

15.8. The decision will normally be confirmed in writing within 5 term time days of the date of the appeal hearing. The Quality and Curriculum Admin Office Manager will write to the student giving the decision with reasons.

16. Reapplication to the College Following Exclusion

16.1. Fixed Term exclusion shall apply to everyone on whom that sanction is imposed, and students will not be able to reapply to the college until after the fixed term period has been passed. Re-admission to the college is not guaranteed. Students whose fixed term exclusion has passed can apply to return to the college by writing to the Executive Principal. The Executive Principal may decide to re-admit where in their opinion there are good reasons for doing so. The Executive Principal will then interview the former student and decide (this can be delegated to a senior leader).

16.2. Permanent exclusion shall normally apply to everyone on whom that sanction is imposed. However, in exceptional circumstances the Executive Principal may decide to revoke a permanent exclusion where in their opinion there are good reasons for doing so. A permanently excluded student can apply to return to the college to the Executive Principal in writing. The Executive Principal will then interview the former student and decide (this can be delegated to a senior leader).

17. Criminal Offences

17.1. Where the alleged misconduct is also the subject (or may be the subject) of police investigations and/or criminal proceedings, the Executive Principal, Deputy Principals or, where appropriate, a senior manager will decide whether to commence with the procedures outlined at the same time or whether the internal procedures should be suspended pending completion of police investigations and/or the conclusion of criminal proceedings.

17.2. The college may implement these procedures even if police investigations and/or criminal proceedings are taking place in consultation with the police.

17.3. The college is not prevented from imposing any disciplinary action under these procedures even though a criminal conviction or sentence is imposed.

17.4. The college may, reasonably, refer any issue of misconduct (alleged or proven) to the police.

17.5. Students who do not disclose information to the college that comes to light at a later stage will also be subject to the disciplinary procedure and may be suspended from the college until an investigation has been carried out.

17.6. The college reserves the right to suspend a student for the duration of any external investigation or legal proceedings, where these proceedings are a legitimate concern of the college, in view of any risks that might be faced.

18. Child on Child Abuse, Sexual Harassment and Violence, including online

18.1. LSEC has a zero-tolerance approach to sexual harassment and sexual violence. If an

allegation of sexual harassment and/or sexual violence is made by a student against a student, then an investigation will take place ensuring that the following is in place:

- Support for the student who raised the complaint.
- Support for the student who has been accused.
- Support for students who may have been witnesses.
- Risk assessment considering the risks to the original student, all students, and staff.
- Appropriate communication with external partner agencies, for example the police and children's social care

18.2. In all cases of disciplinary procedures for an allegation of sexual abuse, harassment and/or violence, including online, a member of the college's safeguarding team must be contacted who will support with the process.

18.3. The college's response is the same whether the behaviour takes place inside or outside of the college grounds and hours.

18.4. For more information, please consult the Sexual Violence and Sexual Harassment Student Policy.

19. Safeguarding

19.1. When a student is suspended, the Curriculum Admin team will check if the student is known to safeguarding and share information of suspension if relevant. A member of the safeguarding team will contact relevant external partners, for example social worker, to inform them of the suspension and next steps. A member of the safeguarding (or student support team) will keep in touch with the suspended student and will support them throughout the process including returning to college if applicable.

19.2. Any disciplinary proceedings that contain safeguarding themes – for example bullying, drugs and alcohol and peer on peer abuse must be recorded on CPOMS to ensure oversight by the safeguarding team who can offer support if required.

20. Conduct of Hearings and Appeals under these Procedures

20.1. The disciplinary hearing can take place either face to face or via a virtual meeting. Where a virtual meeting is arranged, the attendees are required to use their video device and have a functioning microphone.

20.2. The college will provide an interpreter for learners with an Education, Health and Care Plan (EHCP) where this support is identified as necessary. Learners who do not have an EHCP are expected to participate in hearings without interpretation support and should make their own arrangements if they require assistance.

20.3. The manager conducting a hearing or appeal under these procedures may exclude from the proceedings any person (including the student or the student's friend, parent or relative) who behaves unreasonably or who disregards the instructions of the manager conducting the hearing. If the student does not attend a disciplinary hearing or is excluded from the hearing as the result of unreasonable behaviour, decisions and disciplinary sanctions may still proceed in their absence.

21. Records of Meetings

Where these procedures refer to records being stored including meetings with students, the following shall apply:

21.1. The Curriculum Admin team will take written notes at Stage 3 and Stage 3 Review meetings. use of AI tools may be used to support record keeping.

Copies of the invite and decision letter will be shared with the following parties, along with one of more of the outcomes detailed in section 11.

- the student (and uploaded to eTrackr).
- the parent/carer of any student who is not yet 19 at the time of the hearing.
- the employer (apprentice only) of any student who is not yet 19 at the time of the hearing.
- the student, sponsor and/or employer (apprentice only) for any student aged 19 or over.

21.2. A summary of the action and the reason for it may be given by the college in any reference on the student concerned to another educational establishment or potential employer.

22. Involvement of Parents, Carers, multi agencies, Employers and Sponsors

22.1. To ensure a transparent and supportive approach to student disciplinary processes, the College is committed to involving the following key individuals from stage 1 of the disciplinary process. A collaborative approach helps ensure that all relevant parties are informed, able to contribute meaningfully, and can support the student effectively throughout the process. It also reinforces the College's commitment to safeguarding, accountability, and inclusive practice, particularly for vulnerable learners or those with additional support needs.

- The parent/carer of any student who is not yet 19 at the time of the hearing
- A significant adult for vulnerable adults not living in the family home, this could be a parent/carer, key worker or social worker
- The virtual school for any student known to be under their care or support.
- The employer or sponsor (Apprentice) for any student who is not yet 19 at the time of the hearing
- The employer or sponsor (Apprentice) for any student who is 19 and over

22.1.

Where the college considers it advisable, it reserves the right not to involve parents/carers, multi-agencies and employers/sponsors at any stage in the disciplinary process.

23. Definition of Term Time Days and Notice

23.1. Except for the time allowed for receiving an appeal, time periods stated in these procedures are for guidance and may be varied by the college with explanation to the student if it is not practicable to adhere to them.

Where the phrase 'term time days' is used in these procedures it shall be taken to mean Monday to Friday, in term time, except annual leave and UK Bank Holidays, but a holiday period should not be allowed to result in an unreasonable delay in bringing matters to a conclusion.

23.2. Notice will be deemed to have been given where letters have either been given to the recipient personally, by hand, or delivered by hand to their notified address, emailed to their email address or have been posted by first class post with the expectation of arriving on the next term time day all in due time to meet the normal notice period.

24. Delegation

24.1. The Executive Principal and Deputy Principals may delegate any of their functions within these procedures to a senior leader.

25. Variation and Amendments to these Procedures

25.1. In some cases, e.g., where breaches of the disciplinary procedures are very serious, it may be desirable that changes should be made to aspects of these procedures. The college may make such changes as it sees fit, subject to informing the student concerned and subject always to considerations of fairness. Such changes may include disciplinary hearings or appeals panels being conducted by different persons if the persons who would otherwise be conducting the hearing had previously had close personal involvement in the matter to be considered.

25.2. These procedures may be amended by resolution of the Senior Leadership Team or if substantially altered by the Corporation from time to time.

Appendix 1: Examples of the Stages of Disciplinary

Stage 1: Misconduct

This list is intended as a guide only and should not be taken to be an exhaustive list of all forms of misconduct.

Misconduct:

Repeatedly not implementing the Three R's (Ready, Responsible and Respectful) and not responding to restorative approach interventions to change and improve behaviour:

- Unexplained absences and/or lateness
- Failure to treat all college users and members of the local community with respect and courtesy.
- Failure to follow reasonable instructions of a member of staff.
- Not wearing, displaying, or producing a valid college ID when requested
- Wearing a hat, hood and/or headphones without formal agreement through the college exemptions process for religious, medical, or other appropriate reasons.
- Wearing clothing that may be viewed as indecent and/or offensive to others.
- Failure to engage with actions to support learner progress.
- Failure to attend classes (including English and maths) and work experience, complete set tasks or hand in work on time.
- Inappropriate use of social media
- Noisy or disruptive behaviour and/or the use of foul/abusive language or gestures
- Smoking outside of designated smoking areas
- Behaviour which may bring the college into disrepute.
- Inappropriate use of mobile phone
- Inappropriate behaviour in an online lesson

Stage 2: Serious Misconduct

If a student does not improve and modify their behaviours following a Stage 1 meeting, they can be escalated to a Stage 2 meeting. If a new behaviour presents this should not automatically be escalated to a Stage 2 as attempts to understand and support the student through Restorative Practice should be first applied.

Stage 2 meetings can also be used for a more serious incident that exceeds Stage One but does not constitute gross misconduct.

This list is intended as a guide only and should not be taken to be an exhaustive list of all forms of serious misconduct.

Serious Misconduct:

- Unauthorised interference with, or use of, college computer software or IT equipment
- Theft or unauthorised borrowing of property or any dishonest act on college premises or official college business e.g. on a trip, placement or representing the college at an event.
- Malpractice, plagiarism, or other forms of such acts.
- Unauthorised use of a college ID card
- Unauthorised entry to college buildings
- Active opposition to LSEC values and British Values
- Smoking/vaping inside college buildings

Stage 3 and Stage 3 Review: Gross Misconduct

In some cases, an incident can be so serious that it will be treated by the college as gross misconduct. Under these procedures a student who has been found to have committed gross misconduct may face permanent exclusion.

The college reserves the right to deal with allegations of gross misconduct under Stage 3 without any requirement to conduct previous stages.

If a student does not improve and modify their behaviours following a Stage 2 meeting, they can be escalated to a Stage 3 meeting. If a new behaviour presents this should not automatically be escalated to a Stage 3 as attempts to understand and support the student through Restorative Practice should be first applied.

This list is intended as a guide only and should not be taken to be an exhaustive list of all forms of gross misconduct.

Gross Misconduct:

- Violent, dangerous, threatening and intimidatory conduct, incitement to violence or conduct involving acts of indecency.
- Bringing to college or carrying/storing offensive weaponry (knives, guns etc) or fireworks
- Deliberate or reckless damage to property and/or equipment including graffiti or breach of health & safety regulations which put people at risk.
- Suspicion of being under the influence of alcohol or drugs and/or any other substances on college premises, trips, placements or at events
- Being in possession of, or supplying any illegal substances on college premises, trips, placements or at events
- Illegal acts, whether committed at college or elsewhere, which may have an adverse effect on the work or reputation of the college or other college users.
- Failure to disclose an unspent criminal conviction or caution.
- Discrimination, victimisation, bullying, or harassment including verbal abuse and cyber/bullying, of a student, member of staff or other college users on grounds of age, disability, sexual orientation, race, religion, nationality, sex, pregnancy, marital status, gender status or socio-economic status.
- Giving inaccurate, false, or misleading information, which may have affected the college's decision to offer a place or impose conditions, especially failure to disclose a conviction for any offence of a violent or sexual nature, being placed on the violent and sex offender register or any pending prosecution for this type of offence.
- Illegal misuse of computers including hacking, downloading of inappropriate data/indecent images/hate material/malicious software including viruses.
- Smoking outside of designated smoking areas where Health and Safety is compromised e.g. Workshop.

Incident and/or Behaviour Concern

Stage 1 – Misconduct
Stage 2 – Serious Misconduct
Stage 3 – Gross Misconduct
Stage 3 Review – Similar or Repeat of prior Gross Misconduct

Curriculum Admin will determine the stage of the disciplinary in accordance with the Relationships and Positive Behaviours Policy.

Learner Suspended

Serious and Gross Misconduct only. Learner to remain at home until hearing decision is made.

Hearing Arranged

Hearing will be held with appropriate manager.

Meeting Held and an Outcome Determined.

Note, if an incident involves more than one learner, the outcome cannot be concluded until all disciplinary hearings have been held.

Outcome Sent

Excluding Exclusion

Referral made to Exclusion Panel

Stage 3 and Stage 3 Review only

Appeal Hearing Decision

Stage 1 – 3 Review only, excluding exclusion

Exclusion Panel Held and Outcome Sent

Appeal Upheld or Not Upheld

Appeal Exclusion Panel Decision

Stage 3, Stage 3 Review and Exclusion only

Appeal Upheld or Not Upheld

Outcome Sent

Please refer to policy for further information and timescales

My Way Forward Support Plan

Student Name:		ID Number:
Course:		Campus:
Staff Name:		Department:
Date Plan Agreed:		Review date:
<p><u>My challenges have been:</u> For example: Are there any barriers to your success? How do you feel? Are there any times/days which are more difficult? Is there anything else you would like to share?</p> <p><u>What knowledge/skills/behaviours do I want to develop and why?</u></p> <p><u>How am I going to get there?</u></p> <p><u>Are there any other factors influencing my success?</u></p> <p><u>Support I need (from both the college and other people/agencies)</u> Wellbeing/Financial Support.</p> <p><u>Targets for the next few weeks: (what does my success look like?)</u></p>		

This may be shared with staff, and/or parents/carers.

Date:

Decision/Improvement Contract and Support Plan

Student Name:		ID Number:	
Course:		Campus:	
Staff Name:			
Stage: 1 / 2 / 3 / 3 Review		Date of Hearing:	
<p>Nature of incident: (e.g., drugs, violence, theft, dangerous driving, etc.)</p> <p>Details of incident: What happened and why</p>			
<p><u>Decision:</u></p> <p> <input type="checkbox"/> No Further Action <input type="checkbox"/> Stage 3 Written Warning <input type="checkbox"/> Stage 1 Written Warning <input type="checkbox"/> Fixed Term Exclusion <input type="checkbox"/> Stage 2 Written Warning <input type="checkbox"/> Permanent Exclusion </p> <p>Including (optional): If any of the below are ticked, please specify what you are recommending.</p> <p> <input type="checkbox"/> Improvement Contract & Support Plan <input type="checkbox"/> Referral to internal/external support <input type="checkbox"/> Behaviour Monitoring Period (Report) <input type="checkbox"/> Temporary Removal from Specific Activities and Privileges <input type="checkbox"/> Targeted Behaviour Workshops or Reflective Task <input type="checkbox"/> Early Course Completion (Fast Track) <input type="checkbox"/> Application Restriction for a Define Period of Time </p> <p>➤</p> <p>➤</p>			
<p><u>Improvement & Support Plan Agreement:</u></p> <ul style="list-style-type: none"> • • • • • 			

Strategies to help you stay on track.

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You are expected to comply with the expectations outlined and failure to do so may result in further disciplinary action, including exclusion.

You have the right to appeal this decision in accordance with the Relationships and Positive Behaviours Policy.

This document will be shared with Parent/Carers and multi-agencies if applicable.

Appendix 5. Exclusion Panel Decision Form

Exclusion Panel Decision

Chair:
Panel Representatives present: <input type="checkbox"/> Quality Representative _____ <input type="checkbox"/> Campus Principal _____ <input type="checkbox"/> Chair of Stage 3 disciplinary _____ <input type="checkbox"/> ALS Representative _____ <input type="checkbox"/> Safeguarding Representative _____
Evidence presented: Further evidence required (detail below if applicable): YES/NO
Request for exclusion agreed: <input type="checkbox"/> Yes <input type="checkbox"/> No Comments:
Signed: _____ Date: _____