

LIPA
SIXTH FORM
COLLEGE

Behaviour policy

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1. Aims

This policy aims to:

- › Create a positive culture that promotes excellent behaviour, ensuring that all students can learn in a calm, safe and supportive environment
- › Establish a whole-college approach to maintaining high standards of behaviour that reflect the values of the college
- › Outline the expectations and consequences of behaviour
- › Provide a consistent approach to behaviour management that is applied equally to all students
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination

Statement of behaviour principles

- › Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- › All students, staff and visitors are free from any form of discrimination
- › Staff and volunteers always set an excellent example to students
- › Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- › The behaviour policy is understood by students and staff
- › The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- › Students are helped to take responsibility for their actions
- › Families are involved in behaviour incidents to foster good relationships between the college and students' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE).

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- › Schedule 1 of the [Education \(Independent College Standards\) Regulations 2014](#); paragraph 7 outlines a college's duty to safeguard and promote the welfare of children, paragraph 9 requires the college to have a written behaviour policy and paragraph 10 requires the college to have an anti-bullying strategy
- › [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor attitude

- › Incorrect attire
- › A breach of the Student Code of Conduct

Serious misbehaviour is defined as:

- › Repeated breaches of the rules and/or the student Code of Conduct
- › Any form of bullying
- › Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- › Vandalism
- › Theft
- › Fighting
- › Smoking
- › Racist, sexist, homophobic or discriminatory behaviour or language
- › Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Psychoactive substances
 - Controlled substances including Class A & B drugs and/or non prescribed Class C drugs.
 - Stolen items
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. This can be online and offline.

Bullying is, therefore:

- › Deliberately hurtful
- › Repeated, often over a period of time
- › Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting

TYPE OF BULLYING	DEFINITION
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based • Appearance • Protected characteristics 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our college's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

5. Roles and responsibilities

5.1 The Local Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

5.2 The Principal

The Principal is responsible for:

- › Reviewing and approving this behaviour policy
- › Ensuring that the college environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of students
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the college's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary

- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

5.3 Teachers and staff

Staff are responsible for:

- › Creating a calm and safe environment for students
- › Establishing and maintaining clear boundaries of acceptable student behaviour
- › Implementing the behaviour policy consistently
- › Communicating the college's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular students
- › Considering their own behaviour on the college culture and how they can uphold college rules and expectations
- › Recording behaviour incidents promptly
- › Challenging students to meet the college's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- › Get to know the college's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the college's behaviour policy
- › Inform the college of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the Progress Tutor or Head of Subject promptly
- › Take part in any pastoral or restorative work following misbehaviour (for example: attending reviews of specific behaviour incidents or interventions)
- › Raise any concerns about the management of behaviour with the college directly, whilst continuing to work in partnership with the college
- › Take part in the life of the college and its culture

The college will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and working in collaboration with them to tackle behavioural issues.

5.5 Students

Students will be made aware of the following during their induction into the behaviour culture:

- › The expected standard of behaviour they should be displaying at college
- › That they have a duty to follow the behaviour policy and Student Code of Conduct
 - › The college's key rules and routines
 - › The consequences they will face if they do not meet the standard
 - › The pastoral support that is available to them to help them meet the behavioural standards

Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Students will be supported to develop an understanding of the college's behaviour policy and wider culture.

Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement, and implementation of the behaviour policy.

6. College behaviour curriculum

At LIPA Sixth Form College we expect high standards of behaviour. We encourage students to take responsibility for their own actions, both in and out of the college, and to consider their impact upon others. Students need to have a positive and orderly environment in which they can achieve success. In creating an atmosphere for achievement LIPA Sixth Form College has produced a policy statement regarding student behaviour and discipline.

All students will sign a college behaviour agreement (Student Code of Conduct) at induction which outlines their responsibilities.

Students are expected to:

- › Behave in an orderly and self-controlled way
- › Show respect to members of staff and each other
- › Make it possible for all students to learn
- › Move quietly around the college
- › Treat the college buildings and college property with respect
- › Always wear the correct and appropriate attire
- › Accept sanctions when given
- › Refrain from behaving in a way that brings the college into disrepute, including when outside college or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

6.1 Mobile phones

Students are permitted to:

- › have mobile phones with them on-site
- › have their phones on during the college day, but it must be in silent or do not disturb mode during lessons/rehearsals
- › use mobile phones during the college day during break and lunch times

Students must not:

- › use their mobile phones in a lesson or rehearsal without express permission of their teacher or tutor
- › must not use their mobile phones to bully or abuse any other member of the college community
- › must not use mobile phones in a way that distracts their peers or causes disruption to teaching and learning

LIPA Sixth Form College does not accept any liability in case of loss of or damage to a student's mobile phone

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the college.

They will:

- › Create and maintain a stimulating environment that encourages students to be engaged
- › Display the behaviour curriculum or their own classroom rules

- Develop a positive relationship with students, which may include:
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

The college recognises that changes in behaviour may be an indicator that a student needs help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

7.3 Responding to good behaviour

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the college's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the college's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents via a phone call or written correspondence
- Positions of responsibility, such as college council or dance captain status or being entrusted with a particular decision or project

7.4 Responding to misbehaviour

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The college may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Sending the student out of the class
- A verbal reprimand and reminder of the expectations of behaviour
- Loss of privileges – for instance, the loss of a prized responsibility

- Setting of written tasks such as an account of their behaviour/statement
- Referring the student to a senior member of staff such as the Head of Subject or Assistant Principal: Curriculum & Quality/Assistant Principal: Inclusion
- Letter or phone call home to parents
- Issuing a Level warning and agreeing targets for improved conduct (for repeated low-level disruption). See Appendix 1.
- Written warning (for one off/isolated incidents of misconduct). See Appendix 2.
- Suspension (for serious misconduct). See Appendix 3.
- Permanent exclusions, in the most serious of circumstances/gross misconduct. See Appendix 3.

Personal circumstances of the student will be considered when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with students. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a student from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the student, including SEND, mental health needs or medical conditions.

7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to college discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching a student

Searches will only be carried out by a member of staff who has been authorised to do so by the Principal, or by the Principal themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same gender as the student, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different gender to the student can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same gender as the student; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Principal, Designated Safeguarding Lead (or deputies) who may have more information about the student. During this time the student will be supervised and kept away from other students.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the student is in possession of a prohibited item or any item identified in the college rules for which a search can be made, or if the student has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other students. The search will only take place on the college premises or where the member of staff has lawful control or charge of the student, for example on a college trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other students or staff at risk
- Consider whether the search would pose a safeguarding risk to the student
- Explain to the student why they are being searched
- Explain to the student what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the student the opportunity to ask questions
- Seek the student's co-operation

If the student refuses to agree to a search, the member of staff can give or refer the student for an appropriate behaviour sanction including written warnings or suspension.

If they still refuse to co-operate, the member of staff will contact the Principal and/or Deputy Principal (DSL) to try and determine why the student is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the student. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the student harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the college rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a student's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching students' possessions

Possessions means any items that the student has or appears to have control of, including:

- Desks
- Lockers
- Bags

A student's possessions can be searched for any item if the student agrees to the search. If the student does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the college rules.

An authorised member of staff can search a student's possessions when the student and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- › Of any incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in section 3
- › If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the college's safeguarding system (CPOMS).

Informing parents

Parents will be informed of any search where a prohibited item (listed in section 3) is recovered. A member of staff will tell the parents as soon as is reasonably practicable:

- › What happened
- › What was found
- › What has been confiscated
- › What action the college has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the college will consider whether the student may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the college's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on college premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into college, staff will assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on college premises, the decision on whether to conduct a strip search lies solely with them. The college will advocate for the safety and wellbeing of the student(s) involved. Staff retain a duty of care to the student(s) involved and should advocate for student wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the student's parents to inform them that the police are going to strip search the student before strip search takes place and ask them if they would like to come into college to act as the student's appropriate adult. If the college can't get in touch with the parents, or they aren't able to come into college to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The student's parents will always be informed by a staff member once a strip search has taken place. The college will keep records of strip searches that have been conducted on college premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the student, except in urgent cases where there is risk of serious harm to the student or others.

One of these must be the appropriate adult, except if:

- The student explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the student's decision, and it will be signed by the appropriate adult.

No more than 2 people other than the student and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- › Act to safeguard the rights, entitlement and welfare of the student
- › Not be a police officer or otherwise associated with the police
- › Not be the Principal
- › Be of the same gender as the student, unless the student specifically requests an adult who is not of the same gender

Except for an appropriate adult of a different gender if the student specifically requests it, no one of a different gender will be permitted to be present and the search will not be carried out anywhere where the student could be seen by anyone else.

Care after a strip search

After any strip search, the student will be given appropriate support, irrespective of whether any suspected item is found. The student will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the college will consider whether the student may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the college's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any student(s) who have been strip searched more than once and/or groups of students who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.7 Off-site misbehaviour

Sanctions may be applied where a student has misbehaved off-site when representing the college. This means misbehaviour when the student is:

- › Taking part in any college-organised or college-related activity (e.g., college trips)
- › Travelling to or from college
- › Wearing college merchandise, including hoodies, t-shirts and lanyards
- › In any other way identifiable as a student at our college

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- › Could have repercussions for the orderly running of the college
- › Poses a threat to another student
- › Could adversely affect the reputation of the college

Sanctions will only be given out on college premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a college-organised trip).

7.8 Online misbehaviour

The college can issue behaviour sanctions to students for online misbehaviour when:

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the college
- It adversely affects the reputation of the college
- The student is identifiable as a member of the college

Sanctions will only be given out on college premises or elsewhere when the student is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a student is suspected of criminal behaviour, the college will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the college will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Principal or Deputy Principal or other nominated Deputy DSL will make the report.

The college will not interfere with any police action taken. However, the college may continue to follow its own investigation procedure and enforce sanctions, if it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The college will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The college's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The college has procedures in place to respond to any allegations or concerns regarding a student's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.11 Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the college will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the college will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the college (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The college will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

8. Serious sanctions

8.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the college may remove the student from the classroom for a limited time.

Students who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove students from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- › Restore order if the student is being unreasonably disruptive
- › Maintain the safety of all students
- › Allow the disruptive student to continue their learning in a managed environment
- › Allow the disruptive student to regain calm in a safe space

Students who have been removed from the classroom are supervised by Head of Subject, DSL or Deputy DSL and will be removed for a maximum of one day.

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Principal or Deputy Principal.

Students should be reintegrated into the classroom as soon as appropriate and safe to do so. The college will consider what support is needed to help a student successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The college will consider an alternative approach to behaviour management for students who are frequently removed from class, such as:

- › Meetings with personal development tutor
- › Meetings with progress tutor
- › Use of learning support assistants
- › Escalation through the level warning system
- › Long term behaviour plans

› Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the student in the behaviour log.

8.3 Suspension and permanent exclusions

The college can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-college sanctions and interventions.

The decision to suspend or exclude will be made by the Principal or Deputy Principal (in Principal's absence) and only as a last resort.

9. Responding to misbehaviour from students with SEND

9.1 Recognising the impact of SEND on behaviour

The college recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from students with SEND, especially where their SEND affects their behaviour, the college will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- › Taking reasonable steps to avoid causing any substantial disadvantage to a disabled student caused by the college's policies or practices ([Equality Act 2010](#))
- › Using our best endeavours to meet the needs of students with SEND ([Children and Families Act 2014](#))
- › If a student has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the college must co-operate with the local authority and other bodies

As part of meeting these duties, the college will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the student concerned.

- › Short, planned movement breaks for a student with SEND who finds it difficult to sit still for long
- › Adjusting seating plans to allow a student with visual or hearing impairment to sit in sight of the teacher
- › Adjusting uniform requirements for a student with sensory issues or who has severe eczema
- › Training for staff in understanding conditions such as autism
- › Use of separation spaces (safeguarding office or a pod) where students can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for students with SEND

When considering a behavioural sanction for a student with SEND, the college will consider:

- › Whether the student was unable to understand the rule or instruction?
- › Whether the student was unable to act differently at the time as a result of their SEND?
- › Whether the student is likely to behave aggressively due to their SEND?

If the answer to any of these questions is yes, it may be unlawful for the college to sanction the student for the behaviour.

The college will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a student displaying challenging behaviour may have unidentified SEND

The college's special educational needs co-ordinator (SENCO) may evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Students with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the college will co-operate with the local authority and other bodies.

If the college has a concern about the behaviour of a student with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the college may request an emergency review of the EHC plan.

10. Supporting students following a sanction

Following a sanction, the college will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the college.

This could include measures such as:

- Reintegration meetings
- Daily contact with the Head of Subject/Assistant Principal Curriculum & Quality/Assistant Principal: Inclusion/DSL
- A plan with personalised behaviour goals

11. Student transition

11.1 Inducting incoming students

The college will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy, Student Code of Conduct and the wider college culture.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint (for nominated staff only)
- The needs of the students at the college
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating college behaviour

The college will collect data on the following:

- Behavioural incidents, including removal from the classroom

- › Attendance, permanent exclusion and suspension
- › Incidents of searching, screening and confiscation
- › Anonymous surveys for staff, students, governors, trustees and other stakeholders on their perceptions and experiences of the college behaviour culture

The data will be analysed by Leadership team and the LGB.

The data will be analysed from a variety of perspectives including:

- › At college level
- › By age group
- › At the level of individual members of staff
- › By time of day/week/term
- › By protected characteristic

The college will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the college will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the Principal and Local Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Principal and LGB.

14. Links with other policies

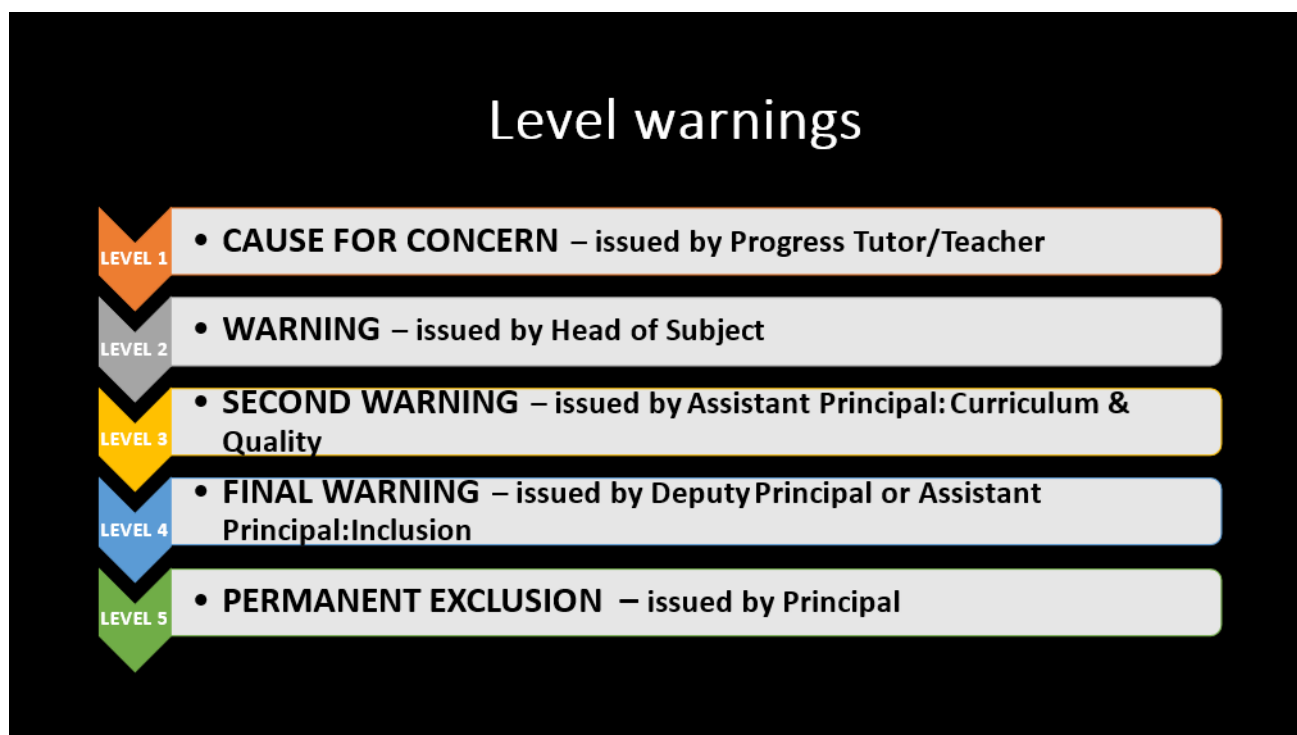
This behaviour policy is linked to the following policies

- › Bullying Policy
- › Child protection and safeguarding policy
- › Attendance Policy

Appendix 1 - Level Warnings

The Level warnings are issued for **persistent disruptions to the learning process**. Some examples may include, but are not limited to:

- Poor attendance;
- Poor punctuality;
- Repeated low level disruption;
- Non completion of preparatory work, tasks or assignments to deadline.



Level 1 is always as a Cause for Concern conversation with the progress tutor or teacher initially, as this gives students an opportunity to disclose any issues, they may be experiencing that are negatively impacting on their conduct and or behaviour. This then determines the tutor or teacher's actions.

Students will be set targets and then reviewed at regular agreed dates between each level. – minimum of two-week intervals.

Targets set will be SMART and supportive and always designed to get the student back on track and meeting the college's expected behaviour standard.

When conduct/attendance/ punctuality improves, and all targets are met a student can be removed from their level completely.

If a student has not met all their targets; but has shown some improvement, they may have their review date extended once to allow them time to demonstrate the necessary improvement(s).

If no targets have been met, conduct has not improved or worsened a student will be escalated to the next level as shown above.

Appendix 2 – Formal Written Warning(s)

These are issued by Heads of Subject, Assistant Principal(s) or Deputy Principal for **one off or isolated incidents of misconduct**.

Examples of reasons why a Formal Written Warning may be issued include, but are not limited to:

- Any serious breach of the Student Code of Conduct;
- Aggressive, intimidating and inappropriate behaviour when at college or any college event;
- Making offensive comments or threats in person or online, including those involving any form of discrimination or offensive language;
- Using social media in a way which could be seen to be harmful or promote bullying any other member of the College;
- Making any inappropriate comments to, or having any inappropriate contact with, staff either in person or online;
- Recording and publishing pictures, video and audio of students or staff without their express permission;
- Plagiarism;
- Failure to meet a major deadline without valid explanation or application for an extension;
- Acting in a manner in person or when using Social Media that would bring the College's name into disrepute.

If a student has already been issued with a 'Formal Written Warning' and there are further isolated incidents of misconduct (related or non-related to the formal written warning) they will be issued with a Formal Final Written Warning.

If the conditions for the Formal Final Warning are not met for the remainder of their programme of study at LIPA Sixth Form College, they will likely be withdrawn from college.

Appendix 3 – Suspension & Permanent Exclusion

Suspension

There may be circumstances where a student is suspended, for a fixed term. Suspensions will be issued by the Principal or nominated Deputy for **serious misconduct**.

Behaviour likely to lead to suspension may include but is not limited to:

- Threatening or aggressive behaviour;
- Rudeness to staff including use of foul and offensive language;
- Violence;
- Bullying;
- Vandalism;
- Racism;
- Deliberate disobedience;
- Possession of/being under the influence of a controlled substance and/or alcohol;
- Major disruption to the learning process;
- Alleged sexual misconduct or sexual violence against another student or staff member;
- Behaviour deemed to undermine the good order of the college;
- Serious breaches of Health & Safety or Safeguarding protocols.

Following fixed term exclusion, parents/guardians will be expected to attend a formal meeting either in person or on MS Teams during which the incident will be discussed and terms for readmission into LIPA Sixth Form College agreed if appropriate.

Permanent Exclusion

There may be circumstances where a student is excluded, permanently. Permanent Exclusions will be issued by the Principal for **gross misconduct**.

The Principal may decide that permanent exclusion is necessary because:

- All other steps to encourage the student to obey the college code of conduct on Level warnings have failed (a student has reached Level 5)
- Allowing the student to remain in college would be seriously detrimental to the education, safety or welfare of others in the college;
- A student has failed to meet the terms of their conditional offer (Year 2);
- Persistent and defiant behavior. This also includes but is not limited to homophobic, sexist or racist bullying;
- Serious aggression, actual or threatened violence against a student or member of staff;
- Sexual misconduct or violence;
- Possession or supply of a controlled substance in college;
- Carrying an offensive weapon in college.