Document Title	Learning, Attendance & Conduct Policy								
Document Type	**Policy**	X	**Code**		**Procedure**		**Strategy**		
Approved by	**PMG**	X	**F&GP**	X	**Audit**		**Corporation**	X	
Date of final approval	October 2026			**Date for review**		October 2029			
Owner	Director of Safeguarding, Inclusion and Skills								

College Values

Students:	*as the focus for the work of everyone at the College*
Mutual Respect:	*caring for and valuing students, staff, governors and our community*
Integrity:	*honesty, hard work and personal and social responsibility*
Learning:	*a passion for learning and its capacity to change lives*
Excellence:	*high aspirations, high standards and high achievement*

1. Purpose of this Policy

This policy explains how the College supports positive behaviour, good attendance, and strong learning habits. It also sets out what happens if concerns arise about a student's learning, attendance, or conduct. The aim is to make sure that every student is treated fairly, understands what is expected, and receives the right help and guidance to improve. This policy applies to all students at the College. It is designed to be clear for students, parents/carers, and staff.

2. Aims and Objectives

This policy aims to:

- Support every student to succeed in a safe, respectful environment.
- Step in early when difficulties start, before they grow.
- Identify and remove barriers to participation in learning wherever possible through inclusive practice, support measures, adjustments, targeted interventions and specialist support. Where applicable, reasonable adjustments will be considered in accordance with the Equality Act 2010. Students are presumed able to learn and participate and the College will work collaboratively with them to maximise successful participation.
- Use restorative and inclusive approaches that help repair relationships.
- Take fair and proportionate action when serious or repeated concerns occur.

The College follows national laws and guidance to make sure our approach to learning, attendance, and conduct is fair, safe, and compliant. This policy also works alongside other College policies that support student wellbeing, safety, and achievement.

We follow…	**Examples include:**
National laws and statutory guidance	Keeping Children Safe in Education (KCSIE 2025) • Working Together to Safeguard Children (2023) • Education Act 2002 (Section 175) • Children Acts 1989 & 2004 (Section 11 duty) • Education and Inspections Act 2006 • Equality Act 2010 •

We follow…	Examples include:
	Human Rights Act 1998 • UK GDPR (2018) • Online Safety Act 2023 • NPCC: When to Contact the Police Guidance
Good practice frameworks	DfE: Mental Health in Education (2023) • Prevent Duty Guidance • Local Safeguarding Partnership thresholds
College policies linked to this one	Student Code of Conduct • Assessment Policy • Health and Safety Policy • ICT Acceptable Use Policy • CCTV Policy • Physical Restraint and Student Search Policy • Safeguarding Young People Policy

What This Means: These laws and policies guide how the College supports and disciplines students. They ensure every decision is fair, safe, and based on national standards.

3. Scope and Definitions

This policy covers student behaviour in all areas of College life:

- On College grounds
- Offsite (for example, on trips, placements, or in the community)
- Online (including social media, email, or digital platforms)

Below are some key terms used in the policy:

Domain

Each area of student responsibility, Learning, Attendance, and Conduct, is called a *domain*. Each domain has its own pathway for support and action. Learning and Attendance normally move step-by-step through Levels 1–4. Conduct can move straight to a higher level if behaviour is serious or risky.

What This Means: Your behaviour in lessons, your attendance record, and how you act around College are treated as separate areas — but they all matter. If one area becomes serious, all three will be looked at together.

Pathway

A pathway is the structured process the College follows when a concern arises. It has four levels, from Level 1 (early support) to Level 4 (formal hearing).

What This Means: The College uses a step-by-step system to deal with problems. You usually start at a lower level and move up only if things don't improve or if something serious happens.

Natural Justice

This means that everyone has the right to a fair process. Students are told what the concern is, given the chance to explain, and decisions are made by staff who have not been directly involved.

What This Means: You'll always have your say before decisions are made, and the people making those decisions must be fair and unbiased.

Restorative Practice

An approach that helps people understand how their actions affect others and rebuild trust through conversation and agreement.

What This Means: If something goes wrong, the College helps you talk it through, make things right, and move forward.

Interventions

Supportive actions such as coaching, mentoring, or wellbeing help, used to prevent issues from escalating.

What This Means: Before any formal warnings are given, the College will usually try supportive actions to help you get back on track.

Support Measures and Adjustments

Measures, adaptions, or arrangements designed to remove barriers to participation, improve access to learning and support student success.

Reasonable Adjustments

Adjustments made in accordance with the Equality Act 2010 to avoid substantial disadvantage experienced by a disabled student.

Progressive Behaviour

Behaviours that make learning or attendance worse, managed through Levels 1–3 before Level 4.

Misconduct

Behaviour that breaks the College's Code of Conduct but is not serious enough to be classed as gross misconduct.

Gross Misconduct

Very serious behaviour that threatens safety, wellbeing, or the reputation of the College.

What This Means: Some behaviours are minor and can be improved with help; others are serious and can lead straight to formal hearings or even exclusion.

4. How Behaviour is Managed

The College believes behaviour management should be proactive, fair, and supportive. This means:

- We act early to stop problems growing.
- We always consider a student's wider situation, including SEND, disability, mental health, safeguarding concerns, trauma, caring responsibilities, disadvantage, medical needs and other vulnerabilities.
- We recognise that learning, attendance and conduct may sometimes be indicators of unmet need, emerging well-being concerns or barriers to participation.
- Before concerns are escalated, staff should normally consider and record what support measures, adjustments, inclusive teaching strategies and targeted interventions have been

implemented and reviewed, including any reasonable adjustments required under the Equality Act 2010.

- Everyone has the right to a fair process.
- Parents/carers are partners in helping students succeed.
- Records are kept clearly and securely, following UK data protection laws.

5. Participation, Inclusion and Support Arrangements

The College is committed to ensuring that all students can access learning and participate as fully as possible in College life.

Where concerns arise about a student's learning, attendance, wellbeing, behaviour or ability to engage, the primary consideration will be identifying barriers to participation and determining what support, adjustments or interventions may be required.

Support may include:

- Support measures and adjustments (including reasonable adjustments where applicable)
- Inclusive teaching strategies
- Attendance support plans
- Pastoral or wellbeing interventions
- SEND support
- Safeguarding support
- Modified timetables or study arrangements
- Multi-agency involvement where appropriate

The College recognises that students may experience periods of illness, disability, mental ill-health, personal difficulty or vulnerability. Such circumstances will not automatically lead to disciplinary action, exclusion, withdrawal or interruption of study.

The College will consider whether additional support, adjustments or reasonable adjustments, are required, before determining formal action is appropriate.

Support measures, adjustments and reasonable adjustments, where applicable, are intended to help students participate and succeed. They do not remove the expectation that students engage with learning, attend regularly wherever possible, behave respectfully and work towards agreed improvements.

Further information regarding participation support arrangements can be found in Appendix E.

What This Means: If you are struggling because of health, wellbeing, disability, personal circumstances or another difficulty, the College will try to understand what support could help you succeed before making decisions about formal action. You are still expected to engage with support and work towards the expectations set out in this policy.

6. The LAC Framework (Learning, Attendance, Conduct)

Concerns may arise in any of the three domains: Learning, Attendance, or Conduct. Each area has its own interventions and monitoring. A student might have more than one plan at the same time, for example, one for attendance and one for behaviour. Levels are tracked independently, but if any one area reaches Level 4, a formal hearing will look at the full picture across all three.

Where concerns are linked to health, wellbeing, disability, SEND, safeguarding, vulnerability or participation in learning, support planning may take place alongside any Learning, Attendance or Conduct pathway in accordance with **Appendix E: Participation Support Framework**.

What This Means: Each area is tracked separately, but support can be provided across all areas. If concerns become serious or repeated, the College will look at the full picture, including any support already provided, before deciding what action is needed.

7. Progressive Behaviour, Misconduct, and Gross Misconduct

Progressive Behaviour covers issues like poor learning habits or attendance. These usually move step-by-step from Level 1 to Level 3 before Level 4.

Misconduct and Gross Misconduct (under the Conduct domain) can lead straight to higher levels, depending on the seriousness.

When deciding what level to use when a student's conduct is the issue, the College looks at:

- How often it happens (frequency)
- How serious it is (impact)
- Whether it was deliberate or accidental (intent)
- Where it happened (context)
- Whether anyone vulnerable was affected (vulnerability)

See Appendix C: Behaviour Examples and Conduct Response Matrix for examples and the decision-making process used for conduct cases.

What This Means: The response will always match the seriousness of the situation. Something that happens often hurts others, or risks safety will be dealt with more firmly.

8. Informal Support

Most problems can be sorted out informally before they become serious. Informal support might include:

- A quick chat or reminder
- A restorative conversation
- A meeting with your teacher or coach
- Setting simple improvement goals

Where concerns relate to wellbeing, health, SEND, disability or vulnerability, informal support should normally include consideration of support measures, adjustments and strategies to reduce barriers to participation, including reasonable adjustments where disability duties apply.

Staff record informal actions on ProMonitor to make sure everyone is supported fairly.

What This Means: You won't usually receive a formal warning straight away. The College will normally try to understand the situation, provide support and help you improve before using formal procedures.

9. Moving from Informal to Formal Procedures

A concern moves from informal to formal when:

- The same behaviour keeps happening.
- The behaviour causes harm, disruption, or risk.
- Previous support hasn't worked.
- Reasonable adjustments, inclusive strategies and targeted support have been considered, implemented where appropriate and reviewed.
- The behaviour is serious enough to need formal action immediately.

What This Means: Formal action is used when informal help hasn't worked, or when something serious happens that needs quick action.

10. Formal Disciplinary Process

Before any formal level is applied, staff should consider whether concerns may be linked to SEND, disability, health needs, wellbeing, safeguarding concerns or other barriers to participation. Where appropriate, advice should be sought from relevant specialist teams and appropriate support measures should be considered and recorded. Where disability is identified or suspected reasonable adjustments should also be considered and recorded.

The College will always seek to balance support with accountability. Where support measures, adjustments and any required reasonable adjustment have been provided, students will continue to be expected to meet College expectations and engage positively with agreed action plans.

The College has four formal levels. Each level has clear steps and outcomes.

Level 1: Conversation

Who leads:	When used:	Possible outcomes:
Your teacher, coach/tutor, or behaviour lead.	For repeated low-level issues like missed deadlines, minor disruption, or poor punctuality.	• A warning or note on record • A restorative conversation or mediation • A short improvement plan • Contact with parents/carers

Level 2: Interview

Who leads:	When used:	Possible outcomes:
Section Lead, Deputy, or Supervisor.	When Level 1 hasn't worked, or behaviour is more serious.	• Written warning • A detailed action plan • Referral for specialist support • Temporary loss of privileges • Weekly monitoring • Parents/carers will be invited to attend a meeting in person or online.

Level 3: Meeting

Who leads:	When used:	Possible outcomes:
Head of Department, Pastoral Coordinator, Deputy Head of Behaviour	When Level 2 hasn't worked or behaviour has escalated.	• Written contract with clear goals • Restorative actions • Adjustments to timetable or study arrangements • Coordinated inclusion support • Multi-disciplinary review meetings • Risk assessment to support safe participation • Participation Support Plan (Appendix E) • Daily check-ins • Increased parental/carer involvement

Level 4: Hearing

Who leads:	When used:	Possible outcomes:
Director or Senior Leader, with two other managers.	For very serious or repeated issues, or gross misconduct.	• Final written warning • Improvement contract or sanctions • Fixed-term exclusion (up to 10 days) • Permanent exclusion

Parents/carers are always invited to hearings. **See Appendix D for details.**

What This Means: The College follows a clear process to make sure everyone knows what's happening at each stage and what support or action will follow.

11. Appeals

Students can appeal a decision within 5 working days if:

- The procedure wasn't followed correctly.
- New evidence has appeared.
- The outcome seems unfair or too severe.

Level 1–3 appeals are heard by managers not previously involved.

Level 4 appeals are heard by a panel including a Senior Leader not previously involved.

Domain	Level	Contact
Learning	1-2	The Head of Faculty for the subject issuing the level
	3	Director of Curriculum Quality
Attendance	1-2	Pastoral Coordinator
	3	Director of Student Experience
Conduct	1-2	The Head of Personal Development Behaviour & Attitude
	3	Director of Safeguarding Behaviour & Attitude

Outcome	Level	Contact
Permanent Exclusion	4	Head of Governance & Data Protection
All other outcomes	4	Executive Assistant to the Principal who will assign a different Senior Leader

What This Means: If you think something was handled unfairly, you can ask for a review by people who were not part of the original decision.

12. Record Retention, Spent Warnings & Fresh Starts

The college believes that behaviour improvement must be achievable and that students should not be permanently defined by past mistakes where positive, sustained change has been demonstrated. Therefore:

- **Informal actions and Level 1** outcomes are time-limited and will normally be removed from active monitoring after **one half term (6 weeks) of improvement.**
- **Level 2 outcomes may become 'spent'** following a sustained period of improvement in that single domain, normally after **one full term (12 weeks) with no further formal escalation.**
- **Level 3 outcomes may become 'spent'** following a sustained period of improvement across all three domains (Learning, Attendance and Conduct), normally after **two full terms (24 weeks) with no further formal escalation.**
- **Level 4 outcomes** will remain active for the remainder of College enrolment.

The records will remain visible on ProMonitor for safeguarding and audit purposes, but no 'spent' record will be used to justify escalating a new concern unless there is clear safeguarding or risk-based rationale.

What This Means: If you show consistent improvement over time, past mistakes will not continue to follow you. Everyone deserves the opportunity to make a fresh start.

13. Safeguarding, Equality and Inclusion

The College recognises that understanding vulnerability and additional need is essential to fair decision-making. However, the presence of vulnerability, health needs, disability or SEND does not automatically prevent formal intervention where this remains necessary, proportionate and in the interests of the student or wider College community.

If concerns arise regarding a student's participation, engagement, attendance, conduct, wellbeing or capacity to access learning, staff must consider whether:

- SEND, disability or health needs are contributing factors.
- Safeguarding concerns may be present.
- Trauma, disadvantage or vulnerability may be affecting the student's presentation.
- Additional support, adjustments or reasonable adjustments may be required.

The College will make reasonable adjustments and use its best endeavours to support students with SEND in accordance with its legal responsibilities.

What This Means: If health, wellbeing, disability, SEND, personal circumstances or other challenges are affecting your learning, attendance or behaviour, the College will look at what support or adjustments may help before deciding whether formal action is needed.

14. Responsibilities

All staff must:

- Apply this policy fairly
- Seek help from the Behaviour, Safeguarding or SEND Teams when needed
- Keep accurate records
- Involve parents/carers at key stages
- Support consistency and fairness by completing training on the LAC process and the Conduct Response Matrix

Quality Assurance: Heads of Faculties, Departments and Directors will review case decisions termly to ensure consistent use of the LAC Framework and Conduct Response Matrix.

Activities will include consideration of:

- Proportionality of interventions and sanctions;
- Use of support measures, adjustments and reasonable adjustments where applicable;
- Evidence of support planning;
- Outcomes for vulnerable and priority learner groups, including students with SEND
- Consistency of decision making across departments.

Document Title	**Student Code of Conduct**									
Document Type	**Policy**	**x**	**Code**		**Procedure**		**x**	**Strategy**		
Approved by	**SLT**	**x**	**F&GP**	**x**	**Audit**		**Corporation**		**x**	
Date of final approval	**July 2025**									
Owner	**TBC**									

College Values

Students:	*as the focus for the work of everyone at the College*
Mutual Respect:	*caring for and valuing students, staff , governors and our community*
Integrity:	*honesty, hard work and personal and social responsibility*
Learning:	*a passion for learning and its capacity to change lives*
Excellence:	*high aspirations, high standards and high achievement*

1. Welcome to our College Community

When you join Luton Sixth Form College, you agree to uphold our shared values and behave in a way that supports your learning, protects others, and helps create a positive, inclusive, and safe environment. This Code sets out what you can expect from us — and what we expect from you.

2. Our CORE VALUES

Value	What It Means	What It Looks Like
Students First	We put your success and wellbeing at the heart of everything we do.	Supporting and encouraging each other. Asking for help when needed. Making use of all support services.
Mutual Respect	We treat everyone with dignity and kindness.	Politeness to staff, students, and the wider community. Avoiding offensive language or actions, including online.
Integrity	We do what's right — even when no one's watching.	Being honest. Doing your own work. Meeting deadlines. Following the rules.
Learning	We are curious, focused and committed to growth.	Being punctual, prepared and engaged. Making the most of lessons and private study. Taking ownership of progress.
Excellence	We aim high and always try our best.	Giving 100%. Reflecting, improving, and being a role model for others. Representing the college with pride.

3. YOUR COMMITMENT AS A STUDENT

By enrolling at Luton Sixth Form College, you agree to:

- ✓ **Attend all lessons, support sessions and exams** on time and ready to learn
- ✓ **Follow instructions, signage and announcements** without argument
- ✓ **Have your ID card with you at all times** and show it to staff on request
- ✓ **Keep your phone and devices on silent** and use them only when permitted

- ✓ **Treat others with respect** — no bullying, harassment (including online), or disruption
- ✓ **Use college property and spaces responsibly** — keep it clean and safe
- ✓ **Complete your own work** and meet all deadlines without plagiarism and/or misuse of AI platforms
- ✓ **Avoid prohibited items or substances** — including anything harmful, offensive, or mind-altering
- ✓ **Uphold the College's rules on smoking, vaping and transport**
- ✓ **Be a positive ambassador** for the College, on and off campus

**Also read and follow the ICT Acceptable Use Policy.*

4. WHAT YOU CAN EXPECT FROM US

We are committed to helping you succeed. You can expect:

- ✓ A full **induction** to college life and your chosen course
- ✓ **High-quality teaching**, regularly reviewed for impact
- ✓ Regular **assessment and feedback**, in line with the Assessment Policy
- ✓ Entry into exams when you've met course requirements
- ✓ Targeted **academic and pastoral support**, including study skills help
- ✓ Opportunities to share your voice (e.g. Student Council, surveys, learner voice events)
- ✓ A **safe and inclusive environment** — zero tolerance for abuse, bullying or discrimination
- ✓ Access to **welfare, mental health and safeguarding** services
- ✓ Advice and guidance on **careers, work experience, training and university**

4. A NOTE ON SAFETY AND STANDARDS

We take student behaviour seriously because it affects everyone's ability to learn and thrive. Any concerns around:

- ☒ Peer-on-peer abuse
- ☒ Disrespectful or discriminatory behaviour
- ☒ Bullying (including cyberbullying)
- ☒ Harmful sexual behaviour

…will be addressed through our safeguarding and behaviour procedures, in line with government guidance.

ICT Student Acceptable Use policy

College Position Statement

Information and Communication Technology (ICT) is a powerful and exciting resource which will support and enhance your learning. However, you must take responsibility for your use of ICT and make sure that such usage is safe, responsible and legal. It is very important that you know how to protect yourself from the risks associated with radicalisation, extremism, forms of abuse, grooming and bullying. If you feel unsafe, or if you are harassed or intimidated by anyone, you must report it to a member of staff or the Safeguarding team via CONTACT US or the QR code.

Access to computers and other ICT devices used by students whilst at college **is a privilege not a right, and this access requires students to be responsible,** including access to ICT provided by the College or personally owned by students. Some ways in which you can be responsible include:

- Not forwarding inappropriate messages**.** Stop cyberbullying by reporting it
- Blocking 'friends' who post negativity
- Never give any personal information out about yourself (or anyone else) over the internet
- Remembering that on the internet people can pretend to be who they are not
- If you use social media, or online forums, use a different username than your own name or email address.
- Be wary of ANYONE who wants to know personal information about you.

No ICT device, whether College provided or personally owned, may be used for the bullying or harassment of others in any form.

Computer, ICT and Internet Acceptable Use

1. Students may use College computers to prepare assignments, research information and carry out other activities that support learning, provided they observe this AUP.

2. College Email is provided to assist with your studies and to provide an effective communication between staff and students. Students may use their college email account to contact people outside the College. It is essential that your emails:
   - Use appropriate language
   - Do not contain defamatory or offensive material
   - Do not contain any financial transaction data.

3. You are responsible for the security of your network area and its contents, and you are also personally liable for any actions and communications taking place under your login. You must never give your password to others and must change your password immediately if you think that it has been compromised.

4. Do not move or interfere with computer equipment unless directly instructed to do so by a member of staff.

5. You may use cloud storage to transfer data to and from your own network area – you may only transfer data, not programs. The use of USB flash drives ("Memory sticks") may be restricted. If you do use a USB flash drive, remember that they can be unreliable, so you are strongly advised to keep more than one copy of important work. You are advised to keep copies of all your files on your OneDrive and/or n: drive. Data stored on memory sticks is not under college control and may not be retrievable if deleted, lost or corrupted.

6. Students are advised that their network activity, including all online communications via the College network may be monitored. Logs of web browsing, and all emails are kept for six months. When unacceptable use is suspected, enhanced monitoring and procedures may come into action, including the power to check and/or confiscate personal ICT such as mobile phones.

7. The rules above apply to ICT systems supplied by the College, also to personal devices connected to the College wireless network.

Plagiarism and the use of AI in external coursework/non exam assessment

AI tools like ChatGPT or Snapchat My AI can write text, make art and create music by learning from data from the internet, but watch out – they can also make things up and be biased. AI misuse is when you take something made using AI and say it's your own work. Remember the following to keep within the rules:

1. You're not allowed to use AI tools when you're in an exam
2. Your teachers will tell you if you're allowed to use AI tools when doing your coursework – the rules will depend on your qualification
3. Even if you're allowed to use AI tools, you can't get marks for content just produced by AI – your marks come from showing your own understanding and producing your own work
4. Reference reference reference! If you're allowed to use AI tools, you must reference them clearly
5. Name the AI tool you used
6. Add the date you generated the content
7. Explain how you used it
8. Save a screenshot of the questions you asked and the answers you got
9. Declare it's all your own work – When you hand in your assessment, you will have to sign a declaration. Anything without a reference must be all your own work. If you've used an AI tool, don't sign the declaration until you're sure you've added all the references

REMEMBER if you've misused AI, you could lose your marks for the assessment – you could even be disqualified from the subject. Know the rules Talk to your teachers Reference clearly

The following are not permitted within the College environment (this extends beyond the College premises to include remote access to the College network):

- Sending or displaying defamatory or offensive messages or pictures
- Harassing, insulting or attacking others
- Uploading, downloading, or using any material which is likely to be unsuitable for children. This applies to any material of a violent, dangerous or inappropriate context.
- Accessing information, visiting websites or engaging in any type of behaviour that could be seen as a significant breach of the College values, fundamental British values of democracy and the rule of law.
- Damaging computers, computer systems or computer networks
- Violating copyright laws – do not use material which would infringe the copyright of another person[1]
- Using others' passwords or accounts
- 'Hacking' into college systems, others' folders, work or files for any reason
- Intentionally wasting limited resources (e.g., staff time, printer ink and paper), disrupting or corrupting the work of others, and other misuse of computers such as the introduction of 'viruses'
- Playing computer games.

Sanctions:

[1] Copyright material may include but is not limited to:- extracts from books, magazines, copies of music and pictures or photographs, YouTube videos, games and software.

- Violations of the above rules could result in a temporary or permanent ban on internet / computer use
- Additional disciplinary action may be taken in line with existing Student Learning and Behaviour Procedures
- Your parents / carers may be informed
- When applicable, Police or Local Authorities may be involved
- If necessary, external agencies such as Social Networking or Email Member sites may be contacted and informed

Additional Sources of Information and Guidance

- Cyberbullying: www.stopcyberbullying.org
- Child Exploitation and Online Protection: www.ceop.gov.uk

Appendix C: Examples of Progressive Behaviour, Misconduct, and Gross Misconduct

About this Appendix
This appendix gives examples of behaviours in the three areas covered by the LAC Framework – Learning, Attendance, and Conduct.

"*Learning and Attendance behaviours are called* Progressive Behaviours*. These are usually managed step-by-step through Levels 1-3 before reaching Level 4."*

Conduct behaviours are classed as Misconduct *or* Gross Misconduct*. Depending on how serious they are, they can lead straight to a higher level of action after a risk assessment of frequency, impact, and seriousness."*

This appendix should always be read together with the full **LAC Policy.** If anything is unclear, the Policy takes priority.

1. Learning (Progressive Behaviour)

Concerns in the **Learning** domain are normally managed step-by-step through **Levels 1-3** before moving to **Level 4.** Teachers and subject teams will use informal support and classroom-based interventions first, unless the behaviour is so serious that formal action is needed straight away.

Examples of *Progressive Behaviour* (not exhaustive):

- Persistent lateness without good reason.
- Persistent low-level disruption (talking over others, distracting peers).
- Failure to follow classroom expectations or staff instructions.
- Repeated lack of preparation for lessons (missing materials, incomplete tasks).
- Misuse of IT or mobile devices in class.
- Disrespectful comments or behaviour towards staff or peers within the classroom.
- These behaviours will normally progress sequentially through Levels 1–3 before reaching Level 4.

2. Attendance (Progressive Behaviour)

Concerns about **Attendance** will normally move step-by-step through **Levels 1-3** before reaching **Level 4.** Moving from informal to formal action will depend on how often the issue happens, how much it affects learning, and whether support has worked.

Examples of *Progressive Behaviour* (not exhaustive):

- Regular absence without communication or authorisation.
- Leaving the College site during timetabled sessions without permission.
- Leaving lessons for unreasonable amounts of time.
- Being in College and not in lessons for timetabled sessions.
- Failure to follow absence reporting procedures.
- Patterns of absence that undermine learning progress.
- These behaviours will normally progress sequentially through Levels 1–3 before reaching Level 4.

3. Conduct (Misconduct)

Conduct concerns differ from **Learning** and **Attendance** in that they may, after risk assessment, result in a warning at any level. The decision will be based on frequency, impact, and context, ensuring proportionality and fairness.

Examples of *Misconduct* (not exhaustive):

- Disruptive behaviour in social spaces (e.g. Westside, Patio areas).
- Smoking/vaping in non-designated areas.
- Minor damage to property or littering.
- Disrespectful comments about staff or peers either face to face or online.
- Inappropriate behaviour on trips or visits that does not meet expected standards.
- Following a risk assessment, *misconduct* may be managed at any level depending on frequency, impact, and context, and does not require sequential progression.

4. Conduct (Gross Misconduct)

Examples of *Gross Misconduct* (not exhaustive):

- Fighting or physical assault.
- Possession or use of drugs, alcohol, or offensive weapons.
- Prolonged peer-on-peer abuse.
- Significant vandalism, theft, or fire safety breaches.
- Criminal offences committed on or offsite.
- Cyberbullying, online harassment, or serious misuse of College systems.
- Sexual harassment or abuse.

Gross Misconduct will normally result in immediate progression to Level 4, including the possibility of exclusion.

The examples in the appendix are **illustrations,** not a complete list. If behaviour could fit into more than one category, the College will use the **lowest reasonable level,** unless the seriousness, circumstances, or ongoing impact clearly require a higher one. All decisions will be made **fairly and in proportion to the situation.**

Conduct Response Matrix

To use the scoring tool effectively, all five criteria must be interpreted consistently across teams. Below are the clarified definitions:

Frequency

1 = One-off incident – Isolated and not repeated.
2 = Rare – One other similar incident in the past 6 weeks.
3 = Occasional – Recurring but not persistent (e.g. every 1–2 weeks) **OR** historical context.
4 = Frequent – Weekly or more.
5 = Persistent – Near daily or across multiple domains (e.g. attendance, behaviour, digital).

Impact

1 = Minimal – No significant harm or disruption.
2 = Low – Disruption to lesson/learning, but short-term.
3 = Moderate – Emotional distress, learning delay or conflict created.
4 = High – Physical harm, reputational damage, or major disruption.
5 = Severe – Significant safeguarding concern, harm to others, or risk to wider community.

Intent

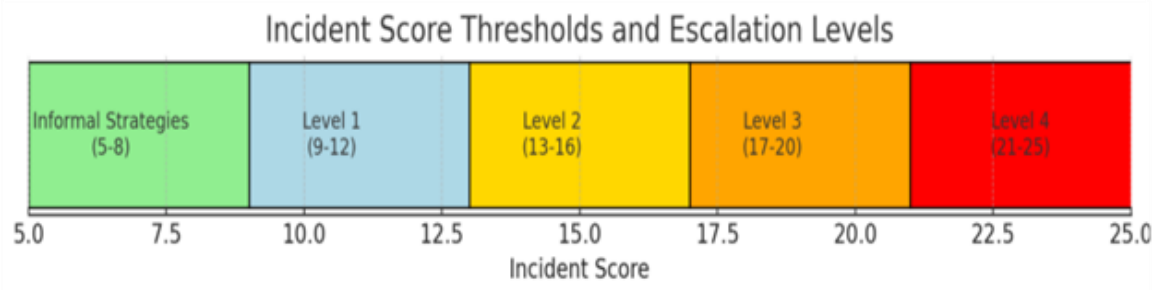
1 = Accidental – No intent to cause harm.
2 = Careless – Poor judgement or impulse, not targeted.
3 = Reactive – Emotional or situation-driven response.
4 = Deliberate – Conscious choice to break rules or cause disruption.
5 = Malicious/Premeditated – Thought-through intent to cause harm or disrupt.

Setting

1 = Contained/in-classroom – Handled on the spot.
2 = Common space (corridor, canteen) – Low visibility.
3 = Public incident (witnessed widely) – e.g. social space, group chat.
4 = External to college but reported – e.g. bus stop, online.
5 = High-risk setting – Unsafe location (e.g. road, park, confrontation off-site).

Vulnerability

1 = No vulnerable individuals involved.
2 = Peer-to-peer with low risk.
3 = Targeted at individual peer with additional needs, social risk, or protected characteristic (regardless of whether vulnerability is known or unknown to perpetrator).
4 = Vulnerable student affected – e.g. EHCP, CLA, Young Carer, known to Social Care (regardless of whether vulnerability is known or unknown to perpetrator).
5 = Multiple vulnerable individuals or group-level targeting.



Appendix D: The Level 4 Hearing, Suspension, Exclusion and Appeal Information

This appendix explains what happens when concerns reach Level 4 under the Learning, Attendance and Conduct (LAC) Framework. It outlines how the College manages suspensions, hearings, exclusions, and appeals. These processes ensure that decisions are made fairly, consistently, and in line with natural justice.

What This Means: This appendix sets out what students, parents/carers, and staff can expect at the most serious stage of the process, including how hearings and appeals work.

1. Suspension

A suspension means a student is asked to stay away from College for a short time while an investigation takes place. This is **not a punishment** – it gives time to gather information safely and fairly.

Key points:

- Suspension may be applied at any stage pending investigation into alleged *misconduct*, *gross misconduct*, or serious breaches of Learning/Attendance expectations.
- Suspension should be authorised by the Principal or delegated senior leader.
- Parents/Carers (where appropriate) will be informed in writing, including the reason and duration of the suspension. They can contact the College during this period for updates.
- Students will be supported to keep up with learning while away. The Head of Behaviour will ask the relevant Heads of Faculty to send appropriate work by email.
- Suspension will be for the minimum time necessary to complete investigations.
- Suspension is not a presumption of guilt nor a disciplinary sanction in itself.

What This Means: Suspension allows time to establish facts before any decision is made. It helps keep everyone safe and ensures fairness.

2. Level 4 Hearings

A Level 4 hearing is a formal meeting used when behaviour or attendance has reached the highest level of concern. This could be due to the seriousness of one incident or a repeated pattern of issues. Whatever the reason for the Level 4 **ALL** other behaviours and conduct will be considered to provide the fullest picture.

Before determining any Level 4 outcome, the panel must satisfy itself that:

- Relevant safeguarding concerns have been considered.
- SEND duties and Equality Act responsibilities have been considered.
- Relevant support measures, interventions and adjustments have been implemented and reviewed. Where disability duties arise, the panel must also consider whether reasonable adjustments have been appropriately considered and implemented.
- The College has considered what further support or alternative arrangements may reasonably be provided.
- Exclusion remains a proportionate and necessary response.

Before the hearing:

- Students and parents/carers will receive a written invitation explaining
    - The reason for the hearing
    - Who will attend
    - What evidence will be discussed
- Students will have time to prepare and may bring one adult to support them (for example, a parent/carer or trusted family member).

At the hearing:

- The hearing will be chaired by a Director, supported by two other managers who have not been involved in the case.
- The Head of Faculty/Department or nominated manager will present the case and a note-taker will record details.
- The student and their supporter will have the opportunity to respond, ask questions, and share any evidence.
- Everyone will be treated with respect and given fair time to speak.

After the hearing:

- The panel will consider all information before deciding on the outcome.
- Decisions will be based on the balance of probabilities.
- A written outcome will be shared within 10 working days.
- The decision may include support actions, a final written warning, a fixed-term exclusion, or permanent exclusion.

Additional Information:

- If material facts are disputed then the Student will be asked to identify any sources of evidence which will be presented, normally, in a written format.
- Witnesses will not normally be asked to attend. However, witnesses may be called by the Chair if there appears to be a dispute of facts in the written evidence by either the College or the Student
- Written statements which do not reveal the name of witnesses will not normally be considered, other than in the most exceptional cases, where it is felt that disclosure may expose the witness to personal danger.
- The Chair may exclude from the proceedings any person who behaves unreasonably.

3. Exclusion

Exclusion is used **only as a last resort** and it can be temporary (fixed-term) or permanent.

Fixed-Term Exclusion:

- Used for serious behaviour that required a period away from College (up to 10 working days)
- Learning Continuity – the Head of Faculty/Department will ensure that work is set for the exclusion period to support continued progress. This work will be sent via College email.
- Before returning, the student will attend a reintegration meeting with their parent/carer to plan next steps and support improvements

Permanent Exclusion:
Reserved for the most serious cases of *gross misconduct*, repeated high-level *misconduct*, or persistent *learning* or *attendance* breaches at Levels 1-3.

After the Level 4 hearing, the Chair will present the panel's recommendation for exclusion to a member of the Senior Leadership Team for consideration. The Senior Leader will review the case to ensure it has been handled fairly and in line with College policy. They will consider:

- Whether correct procedure has been followed.
- The evidence available, identifying what facts are agreed and which remain in dispute.
- Whether the judgement made was fair, unbiased, and based on the evidence.
- Whether the response is proportionate to the behaviour or incident

A written record will be kept of the decision. Parents/Carers will be informed in writing and provided with information about the appeals process.

What This Means: A senior leader always double-checks exclusion decisions to make sure they are fair, based on evidence, and follow the right process.

4. Appeals

Students have the right to appeal against a Level 4 outcome. Appeals make sure decisions are reviewed independently and fairly, in line with natural justice.

For most Level 4 outcomes (other than permanent exclusion), the appeals will be heard by a Senior Leader who was not involved in the original decision.

Appeals Process for Permanent Exclusion:

How to Appeal

- Appeals must be submitted in writing within five working days of receiving the outcome letter.
- The appeal should be addressed to the Head of Governance & Data Protection
- The appeal letter must clearly state the grounds for appeal which may include:
    - A serious breach of College procedure that could have affected the outcome.
    - New evidence that was not available at the original hearing and could reasonably change the decision. (This evidence must be submitted with an explanation of why it was not shared earlier)
    - The findings were unreasonable in light of the facts.
    - The penalty was too severe for the circumstances.

Initial Review

- The College will first decide whether the appeal meets the criteria to proceed.

This decision will be made by the Head of Governance & Data Protection and the Principal, after consulting the Senior Leaders involved in the original decision.

Appeal Hearing

- The student and their parent/carer or trusted family member, will be invited to attend the appeal hearing.
- The hearing will be led by the Principal and a Director from the Senior Leadership Team who were not involved previously.
- The Chair of the original hearing will present the case, and a note taker will record proceedings.
- The panel may ask questions to help them reach a fair decision.

Possible Outcomes

- The appeal is upheld**.** The panel may reduce the sanction, impose a lesser action, or decide that no further disciplinary action is needed.
- The appeal is dismissed**.** The original decision is confirmed or varied, and in some cases, a stronger sanction may be imposed only when proportionate and justified by new information.

After the hearing:

- The decision will be confirmed in writing within five working days of the appeal hearing.
- The panel's decision is final within the College's procedures.

What This Means: Students can appeal if they believe something went wrong in the process, if new evidence becomes available, or if the outcome seems unfair. All appeals are reviewed by senior staff who were not involved before, ensuring fairness, transparency, and independence.

5. Scheduled Hearings

If a student or their parent/carer/trusted family member cannot attend a scheduled hearing, they should notify the College in advance. Hearings may be rescheduled once where there is good reason. If no contact is made, the hearing may proceed in their absence and based on the available evidence.

What This Means: The hearing is a structured, respectful process where students can tell their side of the story before any major decision is made.

Appendix E: Participation Support Framework

This appendix explains how the College responds when a student's learning, attendance, conduct, wellbeing, health, disability, SEND, or personal circumstances create barriers to participation in education.

The purpose of this framework is to identify and remove barriers to participation wherever possible through inclusive practice, support measures, adjustments, targeted interventions and specialist support. Where applicable, reasonable adjustments will be considered in accordance with Equality Act duties.

This framework does not replace the Learning, Attendance and Conduct (LAC) process. Instead, it supports staff in ensuring that students receive the appropriate support alongside any Learning, Attendance or Conduct interventions.

1. Our Principles

The College believes that:

- Every student should be given the opportunity to participate, achieve and make progress.
- Inclusive support, adjustments and interventions should enable participation and success wherever possible. Where disability duties apply, reasonable adjustments should be considered.
- Students should be supported to remain engaged in learning wherever it is safe and reasonable to do so.
- Learning, attendance and conduct concerns may sometimes be indicators of unmet need, emerging wellbeing concerns or barriers to participation.
- Support services enhance, but do not replace, the responsibility of curriculum staff to provide inclusive teaching and effective support.
- Decisions should be made fairly, proportionately and in line with safeguarding, SEND and Equality Act duties.
- Parents/carers and external professionals can play an important role in supporting students.

2. When This Framework May Be Used

This framework may be considered where concerns arise regarding:

- Physical health.
- Mental health or emotional wellbeing.
- Disability.
- Special Educational Needs and Disabilities (SEND).
- Neurodiversity.
- Significant personal, family or social difficulties.
- Safeguarding concerns.
- Medical treatment or recovery.
- Persistent barriers to learning or attendance.
- Situations where multiple vulnerabilities are affecting participation.

The College recognises that these circumstances may affect students in different ways and that support should be tailored to individual need.

3. Early Consideration of Support

Before concerns are escalated through the formal LAC process, staff should consider:

- Whether barriers to participation have been identified.
- Whether support measures, adjustments or adaptations are required, including reasonable adjustments where applicable.
- Whether additional support services should be involved.
- Whether specialist advice is required.
- Whether parents/carers should be involved.
- Whether existing support arrangements remain appropriate.

Any agreed support should be recorded and reviewed.

4. Participation Review Meetings

Where concerns are significant, persistent or involve multiple areas of need, a Participation Review Meeting may be arranged.

This meeting may involve:

- The student.
- Parent/carers where appropriate.
- Relevant curriculum staff.
- Progress Coach or Personal Tutor.
- Safeguarding staff.
- SEND staff.
- Other specialist staff as appropriate.

The purpose of the meeting is to:

- Understand the barriers affecting participation.
- Review support already implemented.
- Consider additional support measures, adjustments or adaptations are required, including reasonable adjustments where applicable.
- Coordinate support across teams.
- Identify any risks requiring management.
- Agree a clear support plan and review arrangements.

The meeting should focus on enabling successful participation wherever possible.

5. Possible Support Measures

Support arrangements will depend on individual circumstances but may include:

- Support measures and adjustments, including reasonable adjustments where applicable.
- Adaptive teaching strategies.
- Additional academic support.
- Attendance support plans.
- Wellbeing support.
- Safeguarding support.
- SEND interventions.
- Examination access arrangements.

- Risk assessments.
- Multi-agency planning.
- Temporary timetable adjustments.
- Reintegration support following absence.

The College will regularly review support arrangements to ensure they remain appropriate.

6. Risk Assessment

Where there are concerns regarding health, wellbeing or safety, a risk assessment may be completed.

Risk assessments are intended to:

- Support safe participation.
- Identify appropriate control measures.
- Clarify responsibilities.
- Promote the wellbeing and safety of all involved.

Risk assessments should be supportive in nature and reviewed regularly.

7. Relationship with the LAC Framework

The Participation Support Framework does not replace the Learning, Attendance and Conduct Framework.

Where appropriate:

- A student may have a Participation Support Plan alongside a Learning, Attendance or Conduct plan.
- Support measures, interventions and adjustments should be considered throughout all levels of the LAC process. Reasonable adjustments should also be considered where disability duties apply.
- Concerns relating to wellbeing, disability, health or SEND should not automatically result in disciplinary action.
- Staff must consider whether support, intervention or adjustment is required before deciding on further escalation.
- Students remain responsible for engaging with agreed support, attending where reasonably possible and meeting the expectations of the College with support and adjustments in place.

The involvement of targeted or specialist services does not remove the responsibility of curriculum and pastoral teams to deliver inclusive teaching, implement agreed adjustments and support student participation.

8. Formal Hearings and Exclusion Decisions

Where a matter progresses to a Level 4 Hearing, the panel must consider:

- Any safeguarding information.
- Relevant health information.
- SEND and disability considerations.
- Reasonable adjustments already implemented.
- Additional support that has been explored.

- Whether the proposed outcome is proportionate and necessary.

Exclusion should remain a measure of last resort.

9. Review and Reintegration

Following a significant period of absence, medical treatment, wellbeing intervention, suspension or other interruption to study, the College may arrange a review meeting to support successful reintegration.

The purpose of the review is to:

- Confirm support arrangements.
- Consider any updated needs.
- Review support arrangements, adjustments and any reasonable adjustments where applicable.
- Agree expectations moving forward.
- Promote a successful return to learning.

The focus of reintegration planning will be supporting participation, progress and wellbeing.