

RELATIONSHIPS AND POSITIVE BEHAVIOURS POLICY

(Incorporating Disciplinary Procedures)

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Student Values

Our CARES values underpin everything we do. They guide our actions, shape our relationships and create a positive, inclusive environment where everyone can thrive.

*Belong
Believe
Achieve*



Caring

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



Aspiration

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



Respect

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



Excellence

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



Support

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



1. Introduction

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

Associated Legislation

This policy should be read alongside:

- Equality Act 2010
- Children and Families Act 2014
- Education Act 2002
- Data Protection Act 2018
- UK GDPR
- Keeping Children Safe in Education (current version)

2. Policy Purpose

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

3. Our Behaviour Expectations

Our behaviour expectations are captured under the 3Rs: Ready, Responsible and Respectful, and apply to learners, staff and all stakeholders within the college community. The 3Rs translate the College's CARES values into clear, observable expectations and form the foundation of the Ready to Learn approach. All members of the college community have a part to play in fostering these expectations.

Ready

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

Responsible

- Responsible for your own learning, e.g. taking notes in class
- Responsible for your own health and safety and the health and safety of other college users
- Responsible for your own attitude and behaviours
- Responsible for using technology ethically as per college procedures
- Responsible for others in the college community by being respectful, responsive, and supportive

Respectful

- Respecting your peers and other college users
- Respecting your teachers and other college staff
- Respecting employers and work placement colleagues
- Respecting the environment you are in
- Respecting the facilities and equipment provided to you by the college to assist with your learning and enrichment
- Respecting yourself
- Keeping up your standards
- Allowing others to work or study without disruption.

4. Positive Recognition and Reinforcement

4.1. The College is committed to recognising positive behaviours, personal growth and contributions to the college community. Positive reinforcement is an important part of the College's relationship-based approach and should be used alongside restorative practice and support interventions.

Staff should actively recognise:

- Consistently positive conduct and engagement
- Improvement in behaviour, attendance or engagement of a student by applying knowledge of the student's starting point.
- Contributions to the college community
- Acts of kindness, leadership and responsibility
- Resilience and progress following support or intervention
- Recognition may include verbal praise, positive communication with parents or carers where appropriate, curriculum recognition, learner celebrations and College awards

5. Withdrawal: The Probationary Period (first 42 days) and after

5.1. The first 42 days provide an opportunity to confirm that the learner is on an appropriate programme, understands College expectations and is receiving relevant support. Withdrawal during or after this period will not be an automatic response to an attendance percentage or a single behaviour concern. Before withdrawal is decided, the College will normally review the learner's attendance, engagement, progress, conduct, individual

circumstances, safeguarding information, additional learning needs and any reasonable adjustments or support already provided. Alternatives, including additional support, programme adjustment or transfer to a more appropriate pathway, will be considered where suitable. The decision and supporting evidence must be recorded, and the learner must be informed of the right of appeal.

- 5.2. A learner who has been absent for a continuous period of four weeks without satisfactory explanation or engagement may be withdrawn from their course. Learners with an educational health care plan must be referred to the ALS team before withdrawals.
- 5.3. Withdrawal can be for reasons such as non-attendance, poor attendance and/or behaviour which the college does not deem acceptable.
- 5.4. The College will attempt to communicate with the student and/or parent/carer/multi agency as soon as concerns are identified before withdrawal is considered.
- 5.5. The College will notify the learner of the withdrawal (using the details recorded on the system).
- 5.6. The College will write to parents/carers of learners under the age of 19 informing them of the decision to withdraw. Multi-agency partners will be kept informed of decisions to withdraw when information is known and appropriate to share.

6. Appeal Against Withdrawal

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

- 6.1. Appeals must be submitted in writing to the Curriculum Admin team via email at Curriculum.Admin@lsec.ac.uk within 10 term-time days of the date on the withdrawal notification letter. The appeal must clearly state the grounds and provide supporting details or evidence if applicable.
- 6.2. The Curriculum Admin team will forward the appeal to the Deputy Principal for Study Programmes and HE and/or the Assistant Principal for Curriculum and HE, who will review the submission. The learner may be invited to attend a meeting to provide additional information in support of their appeal.
- 6.3. The learner will be informed of the outcome of their appeal in writing within 10 term-time days from the date the appeal is received. The outcome will be considered final.

7. Restorative Approaches, Trauma-Informed and Relational Practice

- 7.1. The College recognises that behaviour may communicate an unmet need, barrier to learning or previous adverse experience. Staff will seek to understand relevant context while maintaining clear expectations, safety, accountability and boundaries. Trauma-informed practice does not remove consequences; it supports fair, proportionate and effective responses that help learners repair harm, develop self-regulation and return successfully to learning. This does not negate the importance of consequences and boundary setting.
- 7.2. It is the college's expectation that staff encourage a culture of empathy, support and kindness and try to identify and support students' barriers to learning, unmet needs and behaviour triggers before escalating to formal stages of discipline. All staff have an important role in creating and supporting opportunities for learners to experience belonging, inclusion and meaningful connection, as these relationships are essential to engagement, positive behaviour and successful teaching and learning.

- 7.3. Restorative conversations should be offered as a first step in resolving behavioural concerns. These conversations should be student-centred, aiming to repair harm, rebuild trust, and promote accountability. Staff are encouraged to use reflective questioning and active listening strategies, as outlined in the Ready to Learn guidance, to support students in understanding the impact of their behaviour and identifying positive steps forward
- 7.4. Staff should consult the 'Staff Relationships and Positive Behaviours Handbook' for information and guidance on developing and implementing restorative approaches.

8. Behaviour and Inclusion Framework

- 8.1. The Behaviour and Inclusion Framework provides a graduated, college-wide response where Ready to Learn strategies alone have not secured sustained improvement. It brings together behaviour, attendance, engagement and inclusion so concerns are identified early and learners receive proportionate support.
- 8.2. Records of low-level incidents, actions taken and restorative conversations should be recorded in the Notes section of eTrackr. Repeated, persistent or escalating concerns should be referred through the agreed Behaviour and Inclusion process via cause for concern on eTrackr. Safeguarding concerns must be recorded on CPOMS in accordance with safeguarding procedures. Records must be factual, professional and proportionate and should distinguish observed facts, disclosures, actions and professional judgement.
- 8.3. The framework operates through the following stages:
- **Universal Support:** Ready to Learn expectations, consistent classroom routines, positive correction and restorative conversations.
 - **Early Support:** Curriculum-led intervention where concerns persist, including review of eTrackr records, learner reflection, agreed targets and parent or carer communication where appropriate.
 - **Targeted Intervention:** Referral to the Behaviour and Inclusion Team for assessment, mentoring, barrier identification, structured intervention and a Behaviour and Inclusion 'Support Plan' where required.
 - **Formal Review or Disciplinary Action:** Used where concerns persist despite appropriate support, where there is a significant impact on learning or safety, or where an incident is sufficiently serious to require immediate formal action.
 - Serious misconduct, gross misconduct and safeguarding concerns may enter the disciplinary or safeguarding process immediately without progressing through each stage.

9. Consequences and Support

- 9.1. We encourage the use of restorative practice to initially repair and resolve fractured relationships and displays of inappropriate behaviours (communicating an unmet need).
- 9.2. In using restorative approaches, it is vitally important that we remain clear and consistent with consequences. The consequence serves as a reminder of the high expectations we maintain as a college. Sanctions alone do not help an individual understand the impact of their actions on others and consequently are unlikely to contribute to the building of social capital within the college community and society.
- 9.3. However, we do recognise that if sufficient progress or resolution has not been achieved or if the behaviour is considered of a serious nature, the sanction must take precedence over the support offered.

Support Meeting	Restorative Meeting
• Acts that affect the learner personally. • Aimed at reviewing support on offer and potential reasonable adjustments. Could include the following: Low level disruption Low attendance Disengagement Academic progress concerns	• Acts that involve another person and bringing the two parties together. This could be a meeting between two or more students or the student and a staff member • Aimed at repairing harm caused, exploring impact on those involved, and encouraging reflection and accountability. Could include the following: Verbal disagreements Minor conflicts Damage to relationships Behaviour that could lead to removal from lesson
Meetings logged on eTrackr. My Way Forward and Support Plan (optional)	

10. Cooling Off Period

- 10.1. A cooling-off period is a short, authorised and recorded intervention to reduce immediate risk, prevent escalation and enable restorative planning. It is not an informal or unrecorded exclusion. The decision must be necessary and proportionate, communicated to the learner and recorded with the reason, duration, learning arrangements and return arrangements. Safeguarding, SEND, disability and reasonable-adjustment implications must be considered.
- 10.2. For lower-level incidents, a Cooling Off Period may be used for up to 3 term-time days. Where an incident is sufficiently serious that it may result in a suspension and/or Stage 3 or Stage 3 Review disciplinary hearing, a Cooling Off Period of up to 5 term-time days may be implemented to allow a formal investigation to take place.
- 10.3. A cooling-off period is at the discretion of a Senior Leader, Assistant Principal, Director, Curriculum Manager or Duty Manager and should be logged on eTrackr and the register marked accordingly (a "C" mark should initially be used to ensure absence monitoring is not implemented, and a request should then be made to MIS to convert this to an X mark).
- 10.4. During a Cooling Off Period, the College may undertake enquiries, gather information, consider safeguarding concerns, review support needs, complete restorative interventions, or undertake a formal investigation where required. The learner may be contacted during this period and invited to participate in meetings or discussions to support the review process.
- 10.5. Following the Cooling Off Period, the learner must attend a restorative meeting with an appropriate College manager before returning to classes. Depending on the outcome of the review or investigation, the learner may:
 - Return to college with no further action;
 - Return to college with support, intervention or agreed conditions;
 - Participate in a support meeting;
 - Be referred to the Behaviour and Inclusion Team for additional support;
 - Be referred to a disciplinary hearing; or
 - Be suspended where this is considered necessary and proportionate.

- 10.6. Staff should refer to the Implementing Ready to Learn guidance on how to conduct a restorative meeting. Where appropriate, a My Way Forward Plan (Appendix 2), referral to the Behaviour and Inclusion Team, or other support interventions may be implemented to help the learner successfully reintegrate and prevent further incidents.

11. Suspension

- 11.1. The College is committed to ensuring that serious incidents are investigated fairly, proportionately and without prejudging the outcome. Where concerns arise regarding a learner's conduct, behaviour or safety, the College may implement temporary measures to support a safe and effective investigation process. This may include a Cooling Off Period, formal investigation and, where necessary, suspension. Both Cooling Off Periods and suspensions are neutral measures and do not imply that any allegation has been substantiated. Decisions will be based on the available evidence, consideration of risk, safeguarding requirements, any identified support needs or mitigating circumstances, and the balance of probabilities.
- 11.2. Where an alleged incident is considered serious, the College may initially place a learner on a Cooling Off Period of up to 5 term time days whilst a formal investigation is undertaken. A Cooling Off Period is a neutral measure designed to allow the College to establish the facts, gather evidence and assess risks. It is not a disciplinary sanction and does not imply wrongdoing.

Following the investigation, the learner may:

- Return to college with no further action;
 - Return to college with support, intervention or agreed conditions;
 - Be referred to a disciplinary hearing; or
 - Be formally suspended where this is considered necessary to protect the learner, other college users, the integrity of the investigation, or the wider college community.
- 11.3. A decision to suspend a learner will be taken by the Deputy Principals and/or a member of the Group Executive following consideration of the investigation findings and any identified risks presented by the Behaviour Investigation Team. Suspension remains a neutral act and may be imposed where it is necessary to maintain safety, protect individuals, preserve the integrity of the process, or support the effective management of the case.
- 11.4. A student will be told in writing (via email or letter) of a decision made to suspend them and any conditions related to that suspension, within 2 term time days of the decision being made.
- 11.5. The suspending manager / Duty Manager will attempt to communicate with the identified next of kin for a learner under the age of 19 (under the age of 24 with EHCP) once the suspension has been agreed. Brief details of the suspension will be provided and details of next steps that will follow.
- 11.6. Access to College premises and individual systems will be restricted during suspension where necessary to protect safety, preserve evidence or manage identified risks. Restrictions must be proportionate and recorded. Unless there is a specific safeguarding, security or investigative reason, the learner should retain appropriate access to learning materials, communication and support. The curriculum team must provide work, feedback and arrangements to support reintegration and catch-up on return.
- 11.7. If national examinations are scheduled during a suspension period, Curriculum Teams must review, in consultation with relevant teams which include the safeguarding team and Campus Support, whether the learner can safely attend college solely for the purpose

of completing the examination.

- 11.8. Any suspension will be for a defined period of time only and will be subject to periodic review by senior staff, who may withdraw, vary, or extend the suspension and impose conditions (e.g. prohibiting contact with named individuals, including via social media). Typically, a suspension will remain in place until a disciplinary meeting is concluded with an outcome. The college aims to hold the hearing within 15 term-time days of the suspension decision. If an extension beyond this timeframe is necessary, the Curriculum Admin team will contact the learner to explain the reason for the delay and provide an updated timeline.
- 11.9. The learner will be given a named College contact during suspension. Appropriate welfare contact, written review points, examination or assignment arrangements and a reintegration meeting or plan must be considered. Any risk assessment and reasonable adjustments will be reviewed before return.
- 11.10. The college will consider whether any action may be taken to reduce any negative effect that suspension may have on the student. For example, the college may allow the student to attend college to sit an examination or submit an assignment, or work must be sent home to the student.
- 11.11. When a learner is suspended, the Curriculum Admin Team will check whether the learner is known to Safeguarding, ALS, LAC/YCL, 14–16 provision, LSEAT or has an EHCP so that relevant teams can be informed and appropriate support arrangements can be considered throughout the disciplinary process. Where appropriate, relevant external professionals, such as social workers, personal advisers or other support agencies, will also be informed.

12. Investigation Process

- 12.1. Before a Stage 3 or Stage 3 Review disciplinary hearing, a fair and proportionate investigation will normally be undertaken by an appropriately appointed member of staff. The investigating and decision-making roles should be separated where reasonably practicable. This will be conducted by the Behaviour Investigation Team who will complete the Colleges Disciplinary Investigation Report Form.
- 12.2. The purpose of an investigation is to establish the facts, gather and review evidence, obtain witness statements, consider relevant documentation and determine whether there is sufficient evidence for the matter to proceed to a disciplinary hearing. Investigations will also consider safeguarding concerns, support needs, reasonable adjustments, identified vulnerabilities and any mitigating circumstances.

The investigation may include:

- A clear statement of the allegation or issues to be investigated
- An opportunity for the learner to provide their account
- Relevant statements, CCTV, system records, safeguarding information and other available evidence
- Consideration of mitigation, SEND, disability, trauma, care experience, safeguarding, previous support and reasonable adjustments
- A documented finding for each allegation using the balance of probabilities
- Disclosure of relevant evidence before the hearing, subject to safeguarding, confidentiality and data-protection requirements
- The purpose of the investigation is to establish the relevant facts objectively and determine whether a formal disciplinary hearing is required. Investigation is distinct from the disciplinary decision
- As part of the investigation process, the Investigating Officer may consult relevant support services including Safeguarding, Additional Learning Support, Wellbeing, the Behaviour and Inclusion Team and external agencies where appropriate.

Investigating Officers are responsible for making findings based on the balance of probabilities and recommending an appropriate course of action; however, they do not make disciplinary decisions

Following an investigation, the College may determine that:

- No further action is required;
- Additional support, intervention or restorative work is appropriate;
- A referral to the Behaviour and Inclusion Team is required;
- The matter should proceed to a disciplinary hearing; or
- Further safeguarding, support or external agency involvement is required.

Where an Investigating Officer is unable to undertake an investigation due to absence, workload, conflict of interest or other reasonable circumstances, the Curriculum Admin Team will assign an alternative Investigating Officer from the College's pool of investigators.

13. Disciplinary Stages

- 13.1. We encourage the use of Restorative Practice to initially repair and resolve all relationships and displays of inappropriate behaviours (communicating an unmet need). However, we do recognise that there are times when staff may need to escalate to a formal disciplinary if sufficient progress or resolution has not been achieved through a restorative approach.
- 13.2. If an incident also includes any allegations, concerns, or involves a member of staff (including volunteers) the People Team will be included to review if staff disciplinary procedures or additional support is required.
- 13.3. Prior to a formal disciplinary, the available evidence should demonstrate that appropriate restorative and support-based interventions have been considered and implemented where reasonable and proportionate, and recorded on the relevant College system. This may include intervention through the Behaviour and Inclusion Framework. This requirement does not prevent immediate escalation where alleged behaviour is serious, persistent, unsafe or safeguarding-related.

Stage 1: Misconduct (Chaired by Curriculum Manager)

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

Stage 2: Serious Misconduct (Chaired by Curriculum Manager)

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

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

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

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

committed gross misconduct may face permanent exclusion.

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

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

Where conduct has endangered others or caused serious harm, exclusion may be considered. Each decision will be made on the individual facts, using the balance of probabilities, and will take account of seriousness, risk, mitigation, previous support, reasonable adjustments and whether the proposed outcome is fair and proportionate.

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

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

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

- 13.4. The Curriculum Admin team will review the information provided by the duty manager/curriculum team and will assess the appropriate level of disciplinary action against the criteria outlined in the policy.
- 13.5. At all stages of the procedures, the needs of students with support needs, learning difficulties and/or disabilities will be taken into account and appropriate support offered by the college. The college will make any reasonable adjustments to the procedures required under the Equality Act 2010.
- 13.6. Students may access support throughout disciplinary proceedings through the Behaviour and Inclusion Team, Safeguarding, Wellbeing, Student Services, Additional Learning Support and external agencies where appropriate.

14. Disciplinary Meeting

- 14.1. The student will be invited to attend a disciplinary meeting. The member of staff chairing the meeting will be impartial. Where there are safeguarding concerns, a member of the safeguarding team will be invited to the hearing to ensure the well-being of the student is being appropriately supported.
- 14.2. The student will receive written notice of the disciplinary hearing, which the college aims to provide at least 5 term-time days in advance of the scheduled hearing date. Hearings may be held earlier if agreed with the learner and/or their nominated next of kin (NOK). This notice will include:
 - the date, time, and place of the disciplinary hearing
 - whether the student is to remain suspended (if applicable)
 - details of the alleged/misconduct and a summary of the evidence in support of the allegations
 - relevant evidence/witness statements redacted for anonymity (where applicable and where safeguarding permits)
 - the student's entitlement to state their case including any mitigating factors.
 - the student's entitlement to write their own written statement and provide any relevant witness statements, provided that they are received at least one day before the hearing (within term time)

- the student's entitlement to be accompanied by a friend or relative (but not by a legal or other professional adviser) at the hearing.
 - that if the student does not attend without good reason, the college reserves the right to consider the matter in the student's absence.
 - that a disciplinary hearing may result in a fixed term or permanent exclusion (Stage 3 and Stage 3 Review only)
- 14.3. At the disciplinary hearing, the interview chair may be accompanied by any relevant members of staff and an administrative assistant for note-taking purposes. The case will be presented to the student during the hearing, and they will be expected to respond to the allegations. The member of staff conducting the hearing will determine whether the allegations against the student have been substantiated and, if so, will decide on an appropriate course of action (or consideration in their absence).
- 14.4. Before reaching a decision, the Chair will consider all relevant circumstances surrounding the incident to ensure that decisions are fair, proportionate and based on the individual facts of the case. This includes consideration of any disability, Education, Health and Care Plan (EHCP) requirements, safeguarding concerns, mental health difficulties, medical conditions, previous experiences of trauma, caring responsibilities, bereavement, exploitation concerns, identified support needs and any other factors that may have contributed to the learner's behaviour or circumstances. The Chair will also take account of any remorse demonstrated by the learner, engagement with support services, willingness to reflect on their actions and any restorative actions or steps already taken to repair harm. Consideration of mitigating circumstances does not excuse inappropriate behaviour but helps ensure that outcomes are balanced, evidence-based, supportive where appropriate and proportionate to the nature of the incident.
- 14.5. The student will be notified in writing of the decision, normally within 5 term time days of the disciplinary hearing (Stage 1 and Stage 2) and up to 7 term time days for Stage 3 disciplinary hearings. Where a Stage 3 disciplinary hearing or Stage 3 Review is referred to an Inclusion Panel, the outcome may take longer than 7 term time days to be issued due to the additional panel process. Further information regarding Inclusion Panels and associated timescales is detailed in Section 16. If there are delays, the Curriculum Admin team will attempt to provide regular updates as received by the Chair to those involved. A copy of the outcome will be recorded on the student's file and uploaded to eTrackr.
- 14.6. If the student does not attend the disciplinary meeting, there will be one attempt to reschedule the meeting, and then the disciplinary will be held in the student's absence.

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

All disciplinary matters must be treated confidentially and information shared only on a need-to-know basis in accordance with UK GDPR and the Data Protection Act 2018.

15. Disciplinary Outcomes

Stage 1	Stage 2	Stage 3 & Stage 3 Review)
Stage 1 Written Warning	Stage 2 Written Warning	Stage 3 Written Warning

And one or more of the following -optional (list not exhaustive): • No further action • Improvement Contract and Support Plan • Referral to internal/external support • Behaviour Monitoring Period (Report)	And one or more of the following - optional (list not exhaustive): • No further action • Improvement Contract and Support Plan • Referral to internal/external support • Temporary Removal from Specific Activities and Privileges • Targeted Behaviour Workshops or Reflective Tasks	Fixed Term Exclusion Permanent Exclusion And one or more of the following - optional (list not exhaustive): • No further action • Early Course Completion (Fast track) • Application Restriction for a Defined Period of Time • Improvement Contract and Support Plan • Referral to internal/external support • Temporary Removal from Specific Activities and Privileges • Targeted Behaviour Workshops or Reflective Tasks
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16. Inclusion Panel

- 16.1. The inclusion panel is in place to ensure that there is consistency in decision-making across curriculum areas and campuses. It will also review that all student support needs identified through application, EHCP, safeguarding, student records and disciplinary have been implemented and considered throughout the process.
- 16.2. If the decision of the chair conducting the disciplinary hearing (Stage 3/Stage 3 Review only) is that the student should be excluded, then an inclusion panel will be formed to review the student's place at the college.
- 16.3. The college holds an Inclusion Panel every Monday to consider cases of both fixed-term and permanent exclusions. For a case to be reviewed, a formal disciplinary hearing must have taken place at least 48 hours prior to the panel (by Wednesday at the latest). This ensures panel members have sufficient time to review all relevant documentation and make a fair, informed decision. If the disciplinary hearing does not occur within this timeframe, the case will be rolled over to the following week's panel. This process supports consistency, transparency, and due diligence in all exclusion decisions.
- 16.4. The exclusion panel is chaired by the Deputy Principal Learner Life, SEND and Stronger Communities / Director of Student Experience (or an alternative senior member of staff). The membership of the panel includes:
 - Campus Principal
 - Chair of the Stage 3 disciplinary
 - Quality Team
 - Additional Learning Support
 - Safeguarding and Wellbeing
 - Behaviour and Inclusion Team
- 16.5. The disciplinary chair will be asked to present the evidence for exclusion to the panel,

who will then review the information provided and will either ask for more information/clarification or ultimately approve or reject the decision to exclude.

The panel will review:

- disciplinary history
- safeguarding information
- ALS involvement
- EHCP arrangements
- support interventions implemented
- investigation findings
- mitigating circumstances

- 16.6. If the exclusion is approved, then the student will be written to with the outcome, which will include details of the student's entitlement to request an appeal. The notification will also state whether the exclusion is permanent (indefinite) or for a fixed term and, if for a fixed term, the duration of the fixed-term exclusion (for example, one academic year).
- 16.7. Inclusion Panel meetings are normally conducted online to enable timely attendance from panel members across campuses and service areas. Meetings are recorded for the purpose of creating an accurate record of discussions, recommendations, decisions and actions arising from the panel. Recordings will only be accessed by authorised college staff and will be retained in accordance with the College's Data Retention Schedule, Data Protection Act 2018 and UK GDPR requirements. The recording forms part of the official decision-making record and supports transparency, consistency, quality assurance and the effective management of exclusion cases.

17. Appeal against stages (except exclusions)

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

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

- The decision-maker(s) involved in the disciplinary process had a conflict of interest or demonstrated bias that may have influenced the outcome.
- Important evidence provided by the learner or their representative was not considered during the disciplinary process.
- The disciplinary policy or procedures were incorrectly applied or interpreted in a way that affected the outcome.

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

- 17.2. Decisions Where No Right of Appeal Applies: In cases where there is no right of appeal, the outcome of the disciplinary process will be communicated to the learner in writing within 10 term-time days of receipt of the appeal letter. This ensures timely closure and clarity for all parties involved. The decision will be final and there will be no further rights to appeal.
- 17.3. Decisions Where an Appeal Right Applies: Where a right of appeal exists, learners may be invited to attend a further meeting to provide additional information or clarification in support of their appeal. Alternatively, the appeal may be reviewed based on the written submission alone. In either case, the outcome of the appeal will be communicated in writing within 15 term-time days, including any revised sanction if applicable. The decision will be final and there will be no further rights to appeal.

18. Appeal Against Exclusion

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

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

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

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

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

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

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

18.6. The relevant senior manager may ask questions of the student, and the college representative may or may not retire in private to determine whether to allow or dismiss the appeal (in whole or in part). There might be cases where it would be helpful for the college to call witnesses to respond to the appeal. Witnesses will not normally be called except where considered appropriate by the relevant manager in relation to any relevant evidence.

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

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

18.9. The outcome of the exclusion appeal represents the final stage of the College's internal disciplinary procedures. Following the conclusion of the College's exclusion appeal process, learners may seek independent advice regarding any external review or complaint routes that may be available to them.

19. Reapplication to the College Following Exclusion

19.1. Fixed Term exclusion shall apply to everyone on whom that sanction is imposed, and students will not be able to reapply to the college until after the fixed term period has been

passed. Re-admission to the college is not guaranteed. Students whose fixed term exclusion has passed can apply to return to the college by writing to the Deputy CEO and Principal. The Deputy CEO and Principal may decide to re-admit where in their opinion there are good reasons for doing so. The Deputy CEO and Principal will then interview the former student and decide (this can be delegated to a senior leader).

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

20. Criminal Offences

- 20.1. Where the alleged misconduct is also the subject (or may be the subject) of police investigations and/or criminal proceedings, the Deputy CEO and Principal, Deputy Principals or, where appropriate, a senior manager will decide whether to commence with the procedures outlined at the same time or whether the internal procedures should be suspended pending completion of police investigations and/or the conclusion of criminal proceedings.
- 20.2. The College reserves the right to continue an internal disciplinary investigation or hearing irrespective of any police investigation where this is considered appropriate and proportionate.
- 20.3. The College may implement these procedures even if police investigations and/or criminal proceedings are taking place in consultation with the police.
- 20.4. The College is not prevented from imposing any disciplinary action under these procedures even though a criminal conviction or sentence is imposed.
- 20.5. The College may, reasonably, refer any issue of misconduct (alleged or proven) to the police.
- 20.6. Students who do not disclose information to the college that comes to light at a later stage will also be subject to the disciplinary procedure and may be suspended from the college until an investigation has been carried out.
- 20.7. The College reserves the right to suspend a student for the duration of any external investigation or legal proceedings, where these proceedings are a legitimate concern of the college, in view of any risks that might be faced.

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

- 21.1. The College does not tolerate child-on-child abuse, sexual harassment or sexual violence. All concerns will be taken seriously and responded to proportionately through safeguarding procedures, risk assessment, support, education and, where appropriate, disciplinary action. Child-on-child abuse may include bullying and cyberbullying; prejudice-based or discriminatory abuse; physical abuse; coercive or controlling behaviour; initiation or hazing; harmful sexual behaviour; sexual harassment and sexual violence; image-based abuse, including AI-generated or manipulated material; online abuse; sexism; and misogyny. An investigation will take place where appropriate, ensuring support for all affected learners and witnesses, suitable risk assessment and liaison with external agencies as required.
- Support for the student who raised the complaint.
 - Support for the student who has been accused.

- Support for students who may have been witnesses.
 - Risk assessment considering the risks to the original student, all students, and staff.
 - Appropriate communication with external partner agencies, for example the police and children's social care
- 21.2. In all cases of disciplinary procedures for an allegation of sexual abuse, harassment and/or violence, including online, a member of the college's safeguarding team must be contacted who will support with the process.
- 21.3. The college's response is the same whether the behaviour takes place inside or outside of the college grounds and hours.
- 21.4. For more information, please consult the Sexual Violence and Sexual Harassment Student Policy.

22. Safeguarding

This policy should be read alongside:

- Safeguarding Policy
 - Child-on-Child Abuse Procedures
 - Sexual Harassment and Sexual Violence Policy
 - Keeping Children Safe in Education (current version)
- 22.1. When a student is suspended, the Curriculum Admin team will check if the student is known to safeguarding and share information of suspension if relevant. A member of the safeguarding team will contact relevant external partners, for example a social worker, to inform them of the suspension and next steps. A member of the safeguarding (or student support team) will keep in touch with the suspended student and will support them throughout the process, including returning to college if applicable.
- 22.2. Any disciplinary proceedings that contain safeguarding themes – for example bullying, drugs and alcohol and peer on peer abuse must be recorded on CPOMS to ensure oversight by the safeguarding team who can offer support if required.

23. Conduct of Hearings and Appeals under these Procedures

- 23.1. The disciplinary hearing can take place either face to face or via a virtual meeting. Where a virtual meeting is arranged, the attendees are required to use their video device and have a functioning microphone.
- 23.2. The College will provide an interpreter for learners with an Education, Health and Care Plan (EHCP) where this support is identified as necessary. Learners who do not have an EHCP are expected to participate in hearings without interpretation support and should make their own arrangements if they require assistance.
- 23.3. The College will make reasonable adjustments for disabled learners throughout disciplinary processes in accordance with the Equality Act 2010.
- 23.4. The manager conducting a hearing or appeal under these procedures may exclude from the proceedings any person (including the student or the student's friend, parent or relative) who behaves unreasonably or who disregards the instructions of the manager conducting the hearing. If the student does not attend a disciplinary hearing or is excluded from the hearing as the result of unreasonable behaviour, decisions and disciplinary sanctions may still proceed in their absence.

24. Records of Meetings

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

The Curriculum Admin team will take written notes at Stage 3 and Stage 3 Review meetings. Only College-approved AI or transcription tools may be used to support record keeping. Attendees must be informed in advance. Any recording, transcription or processing must comply with data-protection, information-governance and retention requirements. AI-generated notes must be checked and approved by an authorised member of staff before being treated as an official record.

When the College writes to a student under this procedure, a copy will be sent to:

- The parent/carer of any student who is not yet 19 at the time of the hearing
 - A significant adult for vulnerable adults not living in the family home; this could be a parent/carer, key worker or social worker
 - The virtual school for any student known to be under their care or support.
 - The employer or sponsor (Apprentice) for any student who is not yet 19 at the time of the hearing
 - The employer or sponsor (Apprentice) for any student who is 19 and over
- 24.2. A summary of the action and the reason for it may be given by the college in any reference on the student concerned to another educational establishment or potential employer.

25. Retention of Disciplinary Records

- 25.1. Records created under this policy will be stored securely and retained in accordance with the College Records Retention Schedule and data-protection requirements. Access will be restricted to authorised staff who require it for operational, safeguarding or legal purposes. Any information shared in a reference or with another organisation must be lawful, accurate, necessary and proportionate.

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

- 26.1. To ensure a transparent and supportive approach, the College will attempt to involve parents, carers, advocates and relevant agencies where appropriate. Parents or carers will ordinarily be involved for learners under 19. For learners aged 19 or over, involvement will normally require the learner's consent, or another identified lawful basis. A significant adult, advocate or professional may be involved where agreed, required as a reasonable adjustment, or justified by safeguarding or legal considerations. Involvement may be limited where this is necessary to protect the learner or another person, following safeguarding advice.
- 26.2. Where the college considers it advisable, it reserves the right not to involve parents/carers, multi-agencies and employers/sponsors at any stage in the disciplinary process.

27. Roles and Responsibilities

- 27.1. All staff are responsible for promoting and modelling Ready to Learn expectations; teaching and re-teaching expectations; challenging behaviour calmly, consistently and respectfully; using restorative conversations; recording concerns appropriately; and maintaining high expectations alongside high support.

- 27.2. Teachers and support staff are responsible for applying Ready to Learn, responding to low-level disruption, communicating concerns, implementing classroom interventions and referring learners when agreed thresholds are met.
- 27.3. Tutors and curriculum teams are responsible for monitoring patterns, delivering early support, agreeing improvement targets, contacting parents or carers where appropriate and coordinating actions with support teams.
- 27.4. The Behaviour and Inclusion Team is responsible for targeted intervention, mentoring, barrier identification, restorative work, behaviour and inclusion planning, reintegration support and coordination with relevant internal and external services. The team supports but does not replace staff responsibility for classroom routines and expectations.
- 27.5. Curriculum managers and senior leaders are responsible for quality assuring consistency, authorising escalation where required, ensuring fair and timely processes and monitoring the implementation and impact of this policy.
- 27.6. Additional Learning Support and Safeguarding teams are responsible for advising on reasonable adjustments, vulnerability, safeguarding risk and coordinated support within their respective remits.

28. Definition of Term Time Days and Notice

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

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

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

29. Delegation

- 29.1. The Deputy CEO and Principal and Deputy Principals may delegate any of their functions within these procedures to a senior leader.

Further operational responsibilities are detailed within Appendix 1 – Roles and Responsibilities.

30. Variation and Amendments to these Procedures

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

Appendix 1: Examples of the Stages of Disciplinary

Stage 1: Misconduct

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

Misconduct:

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

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

Stage 2: Serious Misconduct

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

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

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

Serious Misconduct:

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

Stage 3 and Stage 3 Review: Gross Misconduct

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

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

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

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

Gross Misconduct:

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

This list is not exhaustive, and examples may progress directly to Stage 3 or Stage 3 Review where appropriate.

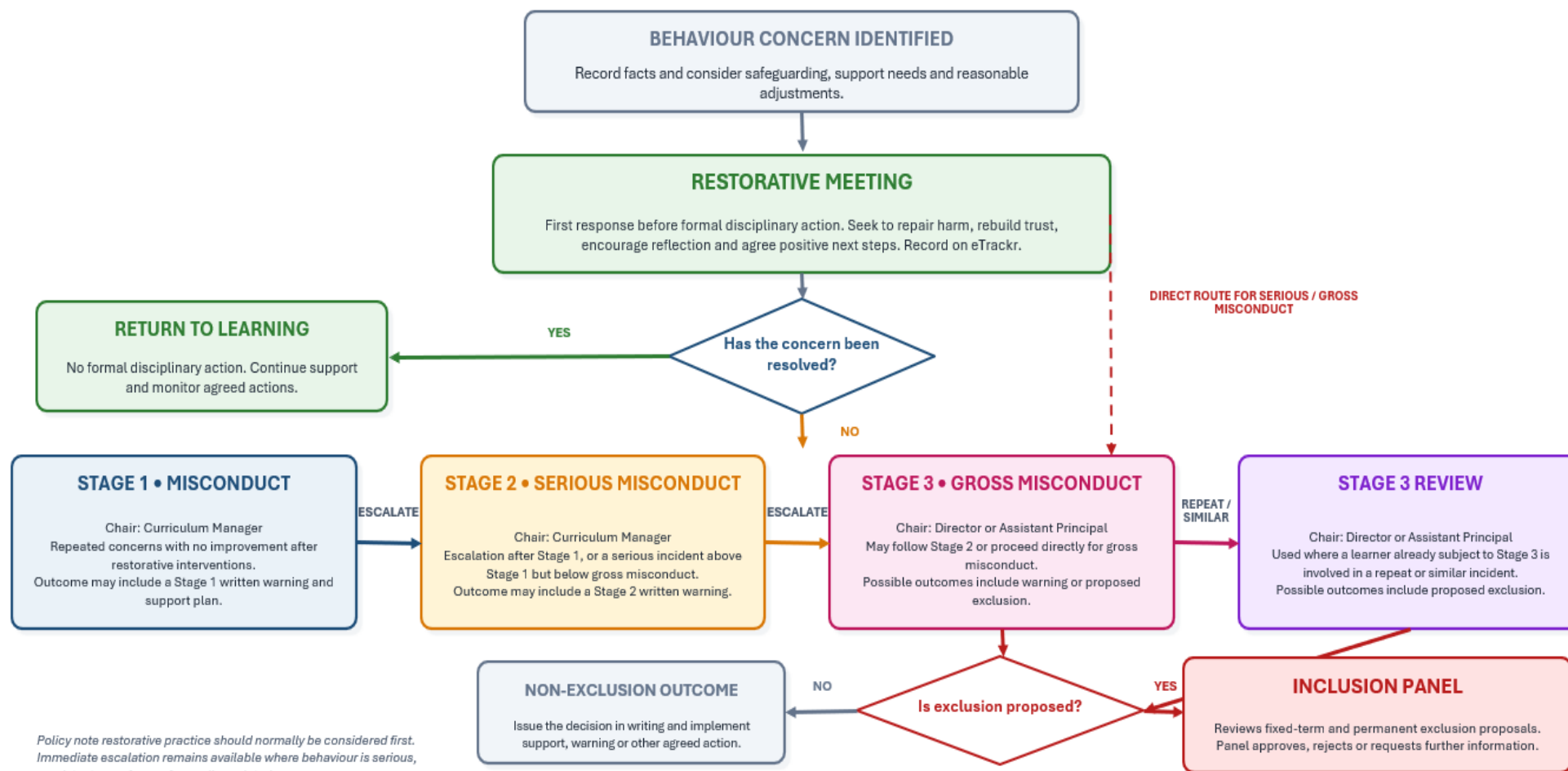
Appendix 2: Disciplinary Process

LONDON SOUTH EAST COLLEGES

Relationships and Positive Behaviours Policy

DISCIPLINARY PROCESS: RESTORATIVE MEETING TO STAGE 3 REVIEW

Graduated route with direct escalation for serious or gross misconduct



My Way Forward Support Plan

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

I agree for this to be shared with staff, my parents/carers.

Student Signature:

Staff Signature:

Date:

Appendix 4: Decision/Improvement Contract and Support Plan

Decision/Improvement Contract and Support Plan

Student Name:		ID Number:
Course:		Campus:
Staff Name:		
Stage: 1 / 2 / 3 / 3 Review		Date of Hearing:
Nature of incident: (e.g., drugs, violence, theft, dangerous driving, etc.)		
Details of incident: What happened and why		
Decision: ☐ No Further Action ☐ Stage 1 Written Warning ☐ Stage 2 Written Warning ☐ Stage 3 Written Warning ☐ Early Course Completion (Fast Track) ☐ Fixed Term Exclusion ☐ Permanent Exclusion Including (optional): If any of the below are ticked (excluding IC&SP), please provide further details. ☐ Improvement Contract & Support Plan (IC&SP) ☐ Referral to Internal/External support ☐ Behaviour Monitoring Period (Report) ☐ Temporary Removal from Specific Activities and Privileges ☐ Targeted Behaviour Workshops or Reflective Task ☐ Application Restriction for a Define Period of Time > >		
Improvement & Support Plan Agreement: 		
Strategies to help you stay on track.		

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

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

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

Date:

Appendix 5: Disciplinary Investigation Report Form (Stage 3 and Stage 3 Review)



Disciplinary Investigation Report (Stage 3 and Stage 3 Review)

Learner Name:	Click or tap here to enter text.	Learner ID:	Click or tap here to enter text.
Course:	Click or tap here to enter text.	Age:	Click or tap here to enter text.

Known to: ALS ☐ Safeguarding ☐ LAC/YCL ☐ 14-16 ☐ LSEAT ☐ Has EHCP? ☐

Date of Incident:	Click or tap to enter a date.
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Section 1: To be completed by Curriculum Admin (CA)

Student Previous Disciplinary Information: - Current academic year only - eTrackr AI summaries used (None to be stated if not applicable)				
Disciplinary Click or tap here to enter text.				
eTrackr CFC's Click or tap here to enter text.				
eTrackr Notes Click or tap here to enter text.				
<table border="1"> <tr> <td>CA Name:</td> <td>Click or tap here to enter text.</td> <td>Date:</td> <td>Click or tap to enter a date.</td> </tr> </table>	CA Name:	Click or tap here to enter text.	Date:	Click or tap to enter a date.
CA Name:	Click or tap here to enter text.	Date:	Click or tap to enter a date.	

Section 2: To be completed by Investigating Officer (IO)

Nature of incident: (e.g., drugs, violence, theft, dangerous driving, etc.)										
Click or tap here to enter text.										
Details of incident: What happened and why										
Click or tap here to enter text.										
Investigation Process - A record of what interviews/statements were undertaken, and documents reviewed - Witness details (if applicable)										
<table border="1"> <tr> <th>Date</th> <th>Event/Action</th> </tr> <tr> <td>Click or tap to enter a date.</td> <td>Click or tap here to enter text.</td> </tr> <tr> <td>Click or tap to enter a date.</td> <td>Click or tap here to enter text.</td> </tr> <tr> <td>Click or tap to enter a date.</td> <td>Click or tap here to enter text.</td> </tr> <tr> <td>Click or tap to enter a date.</td> <td>Click or tap here to enter text.</td> </tr> </table>	Date	Event/Action	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.
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Findings and Conclusion - A summary of findings and observations for each specific allegation/issue of concern investigated, cross-referencing any documentation where needed - For each concern/allegation investigated an overall opinion based 'on the balance of probabilities' on whether there is evidence to support allegations made		
Allegation/Issue	Summary of Findings	Evidence to support Name location of evidence and detail exact evidence name.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Mitigating circumstances to be considered - Circumstances and factors that should be considered throughout the investigation and any potential disciplinary meetings (for example, single or isolated incident, mental health, medical, learning difficulty, disability, previous experience of trauma, learner is a looked after child or care-experienced). - CPOMS redacted if applicable.		
Click or tap here to enter text.		
Recommendations Recommendations on whether further actions under the relevant Relationships and Positive Behaviours policy should be taken		
☐ No Further Action ☐ Referral to Behaviour team ☐ Stage 1 Disciplinary Hearing ☐ Stage 2 Disciplinary Hearing ☐ Stage 3 Disciplinary Hearing (section 4 to be completed) ☐ Stage 3 Review Disciplinary Hearing (section 4 to be completed) ☐ Suspension (section 3 to be completed)		
Appendices These should be attached and may include witness statements, investigatory interview notes, chronology of events etc.		
Click or tap here to enter text.		
IO Name:	Click or tap here to enter text.	Date: Click or tap to enter a date.

Section 3: To be completed by Approved Suspending Manager

(Deputy Principals & Group Directors only)

Suspension Approved:

☐ No ☐ Yes			
Deputy Principal Name:	<i>Click or tap here to enter text.</i>	Date:	Click or tap to enter a date.

Section 4: To be completed by Chair of the Hearing (Director)	
Date of Stage 3 Disciplinary Hearing / Stage 3 Review Hearing:	Click or tap to enter a date.
Further information gathered during hearing: • (e.g. events that led to the incident)	
Click or tap here to enter text.	
Indicate if the case is to be heard at exclusion panel: ☐ • Otherwise, an Improvement Contract & Support Plan must be completed and returned to Curriculum Admin within 7 term days of the hearing. ☐ Fixed Term Exclusion (1 year) ☐ Fixed Term Exclusion (2 years) ☐ Permanent Exclusion	
Recommendations: • Recommendations on whether further actions under the relevant Relationships and Positive Behaviours policy should be taken (e.g., improvement contract and support plan, safeguarding referral etc.)	
☐ No Further Action ☐ Early Course Completion (Fast Track) ☐ Stage 1 Written Warning ☐ Stage 2 Written Warning ☐ Final Written Warning (Stage 3)	
Including (optional): ☐ Improvement Contract & Support Plan (IC&SP) ☐ Referral to Internal/External support ☐ Behaviour Monitoring Period (Report) ☐ Temporary Removal from Specific Activities and Privileges ☐ Targeted Behaviour Workshops or Reflective Task ☐ Application Restriction for a Define Period of Time	
If any of the above are ticked (excluding IC&SP), please provide further details.	

Rationale for Decision:			
Chair Name:	<i>Click or tap here to enter text.</i>	Date:	Click or tap to enter a date.

Section 5: To be completed by Chair of the Exclusion Panel (if applicable)	
Date of exclusion panel (if applicable):	Click or tap to enter a date.
Exclusion panel decision (if applicable): • Context, decision and rationale to be recorded in the exclusion panel notes and actions	
☐ No Further Action ☐ Early Course Completion (Fast Track) ☐ Stage 1 Written Warning ☐ Fixed Term Exclusion (1 year) ☐ Stage 2 Written Warning ☐ Fixed Term Exclusion (2 years) ☐ Final Written Warning (Stage 3) ☐ Permanent Exclusion	
Including (optional): If any of the below are ticked (excluding IC&SP), please provide further details. ☐ Improvement Contract & Support Plan (IC&SP) ☐ Referral to Internal/External support ☐ Behaviour Monitoring Period (Report) ☐ Temporary Removal from Specific Activities and Privileges ☐ Targeted Behaviour Workshops or Reflective Task ☐ Application Restriction for a Define Period of Time	
Panel Chair Name:	<i>Click or tap here to enter text.</i> Date: Click or tap to enter a date.