

JOHN LEGGOTT COLLEGE

BEHAVIOUR POLICY

Contents	Page
1. Introduction	3
2. Vulnerable Students – Students who have a Personal Education Plan (PEP)/Pathway Plan (PP), an Education, Health and Care Plan (EHCP) or are the subject of safeguarding concerns.	4
3. Use of Restraint	6
4. Searching, Screening and Confiscation	6
5. Bullying and Harassment	7
6. Behaviour Interventions	10
7. Appeals	15
8. Complaints Procedure	16
Appendix 1: Examples of Misconduct	17
Appendix 2: Logging a Behaviour Concern on CEDAR	18
Appendix 3: Logging a Behaviour Contract on CEDAR	19
Appendix 4: Suspension Letter	20
Appendix 5: Exclusion Letter	21

1. Introduction

- 1.1. John Leggott College is committed to creating a safe and respectful working environment which protects the dignity of all students and staff. We want all our students to enjoy their time at college and to be successful in their courses.
- 1.2. This policy is based on the principle of 'acceptable behaviour' with rules to ensure safety and to engender a culture of learning, co-operation and mutual respect within the college community, free from discrimination, victimisation and harassment. We do not allow students or staff to be unfairly treated because of their age, disability, sexual orientation, gender, marital status, race, colour, faith and religious beliefs, or personal circumstances, for example, the student is a Looked After Child or Care Leaver.
- 1.3. The college accepts that it has a duty of care to students to safeguard their wellbeing. To ensure their own safety and the smooth operation of the college, students are expected to abide by instructions from staff.
- 1.4. Students will be required to sign an individual Contract For Success (Appendix 1) at enrolment. Students are also encouraged to understand and embrace fundamental British values; democracy; the rule of law; individual liberty and mutual respect and tolerance, both inside and outside the college.
- 1.5. This policy and other college policies are intended to keep students and staff safe whilst on college premises or out on college activities and free from harm.
- 1.6. Students are expected to adhere to the behaviour standards of this policy:
 - In and around college.
 - In the immediate vicinity of the college.
 - When formally representing the college (e.g. as a student ambassador or a member of a sports team).
 - On external college fieldtrips and activities.
- 1.7. Provision is also made within this policy of action to be taken by the college in the event that a student's conduct outside of college:
 - Has directly or indirectly an adverse impact on a member of the college community.
 - Poses or potentially poses an increased risk to the safety of members of the college community.
 - Brings the reputation, or potentially brings the reputation of the college into disrepute.

- Is subject to a police investigation and poses or potentially poses an increased risk to the safety of members within the college community.
- 1.8. If a student is in breach of this policy, provision is made for a sanction to be applied, commensurate to the level of the student's misconduct and the circumstances under which it occurred.
 - 1.9. Where the student is subject to a police investigation, provision is made within this policy for the college to impose an involuntary leave of absence without prejudice, where appropriate, until the outcome of the investigation is known. Consideration must be given as to the nature of the allegation; the circumstances under which it occurred and whether there is an increased risk to the safety of the student or to the safety of members of the college community.
 - 1.10. Information regarding this and other policies will be delivered to students during weekly tutorials and in other educational and wellbeing activities within college.
 - 1.11. The college will ensure that staff with responsibility for dealing with matters raised under the provisions of this policy receive appropriate guidance and Support.
 - 1.12. This policy should be read in conjunction with other college policies, including:
 - Safeguarding Policy
 - Attendance Policy
 - Drug and Alcohol Policy
 - Equality and Diversity Policy
 - Mental Health Needs Policy
 - Fitness to Study Policy

2. Vulnerable Students – Students who have a Personal Education Plan (PEP)/Pathway Plan (PP), an Education, Health and Care Plan (EHCP) or are the subject of safeguarding concerns.

2.1. Students with a PEP/PP

- 2.1.1. If a student has a Child in Care or a Care Leaver status they are looked after by their Local Authority until they are 18 years old. After they are 18 they cease to be “looked after” but their Local Authority continues to have responsibility under the Children (Leaving Care) Act 2000 (as updated in 2010) to provide advice, guidance and assistance until they are 21 (up to 25 if they are in full- time education or have a learning disability).
- 2.1.2. It is the joint responsibility of the local authority and the college to ensure that students who are either ‘Looked After’ or are a ‘Care Leaver’ have a PEP or PP which is reviewed regularly by the student’s local authority

Support Worker, the college's Designated Teacher/SENCO and the student and their carers. This ensures that the student's educational needs are being met.

2.2. Students with an EHCP

2.2.1. An EHCP describes the student's needs and how they should be met, including which school or college they should go to. The plan includes the assessment by the local authority of the student's special educational needs, and any disability or emotional behavioural difficulties. Students up to the age of 25 years are eligible for an EHCP.

2.2.2. EHCPs are regularly reviewed jointly by the local authority, the college's Designated Teacher/SENCO and the student and their parents/carers.

2.3. The college has a legal duty under the Equality Act 2010, not to discriminate against students by excluding them from college for behaviour related to, for example, their special educational needs, disability, emotional behavioural difficulties or personal circumstances, for example, the student is a Looked after Child or a Care Leaver.

2.4. When considering an exclusion from college the Assistant Principal (AP) should, in consultation with SENCO ensure that reasonable adjustments have been taken by the college to respond to a student's support needs so that the student is not treated less favourably for reasons related to their special educational needs, disability, emotional behavioural difficulties or personal circumstances, for example, the student is a Looked After Child or Care Leaver.

2.5. Reasonable adjustments include:

- Differentiation in the college's Behaviour Policy
- Developing strategies to prevent the student's behaviour
- Requesting external help with the student
- Staff training

2.6. Where reasonable adjustments to policies and practices have been made to accommodate a student's needs and to avoid the necessity for exclusion as far as possible; exclusion may be justified if there is a material and substantial reason for it. A specific incident affecting order and discipline in the college may be such a reason.

2.7. In the case where a student with 'Looked After' or 'Care Leaver' status is excluded, anyone who is seen as a parent has the right to make representations and appeal. This includes the local authority where they have a care order in respect of the student and any carer with whom the student lives.

- 2.8. Where a student who is the subject of safeguarding concerns is being excluded, the Assistant Principal (AP) should, in consultation with the Pastoral and Safeguarding Manager ensure that all reasonable steps are taken to avoid any increase in risk of harm to the student. This may include informing Children's Services of the sanction.

3. Use of Restraint

- 3.1. Any use of restraint by staff will be reasonable, proportionate and lawful.
- 3.2. Restraint will only be used when immediately necessary and for the minimum time necessary to prevent a student from doing or continuing to do any of the following:
- Committing a criminal offence.
 - Injuring themselves or others.
 - Causing damage to property.
- 3.3. Where restraint is used by staff, this should be recorded in writing and details passed to the investigating Officer (see sections 7 and 8).

4. Searching, Screening and Confiscation

- 4.1. An Investigating Officer may decide to search a student's space and belongings and ask him/her to turn out the contents of their pockets, bags or other items, where it is considered that there is reasonable cause to do so. The guidance in the Department for Education's searching, screening and confiscation – Advice for head teachers, school staff and governing bodies (February 2014) refers.
- 4.2. The Assistant Principal and staff authorised by the Principal have the power to search a student or their possessions without the student's consent where they suspect a student is in possession of a 'prohibited item' (defined below).

Prohibited items includes:

- knives and weapons
- alcohol,
- illegal drugs
- stolen items
- e-cigs, tobacco and cigarette paper (unless the student is 18 years and over)
- fireworks
- pornographic images
- any article that has been used, or is likely to be used to commit an offence, cause personal injury or damage to property.

- 4.3. Clothing will not be searched until it has been removed from the wearer and care will be taken to ensure privacy. This will be carried out by the Assistant Principal. All personal searches will be conducted by a staff member of the same gender as the student and in the presence of another staff member. This policy does not authorise an intimate search or physical compulsion in removing clothing. If necessary, the police will be called.
- 4.4. Parents will be informed as necessary and the college will keep records of all searches carried out, including the results of the search and any follow-up action taken.

5. Bullying and Harassment

5.1. We are committed to:

- Ensuring that all members of the college are aware of the types of behaviour which constitute bullying and harassment, and of their responsibilities to prevent and report and such incidents
- Ensuring all members of the college understand that bullying and harassment will not be tolerated and that appropriate measures will be taken
- Promoting a climate within the college which does not support bullying or harassment, and where everyone feels confident in bringing forward complaints of bullying or harassment without fear of victimisation and recrimination
- Ensuring that all allegations of bullying or harassment are responded to quickly, positively and in complete confidence, and that victims and perpetrators are offered support.

5.2. Definition of bullying:

Bullying is deliberate, persistent and often occurs when there are no witnesses. It involves the intentional belittling of someone through the misuse of power or position that leaves the victim feeling hurt, upset, vulnerable and helpless. Examples of bullying behaviour include:

- Abuse of power or use of sanctions
- Intimidation
- Malicious or insulting behaviour
- Excluding or ignoring others
- Deliberate isolation or non-cooperation in college activities
- Embarrassing or insensitive comments
- Abusive communication, for example, emails, text messages, messages sent on social media, by an individual or group
- Excessive supervision

Bullying is a wilful, conscious desire to hurt, threaten or frighten someone. It may be targeted at one person, or may be widespread, usually as a result of the 'bullying style' of one person.

Examples of bullying might include:

- Verbal – such as name-calling, teasing, 'secret whispering' or malicious comments
- Physical – such as any form of hitting, punching, pushing or other form of physical activity
- Fear – such as any action planned to frighten or threaten someone

5.3. Definition of Harassment

There are three types of harassment which are unlawful under the Equality Act 2010:

(i) Harassment related to a protected characteristic:

- Age
- Disability or impairment
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership
- Race, including ethnic origin or skin colour
- Religion or belief or lack of religion
- Gender
- Sexual orientation
- Political, Trade Union, or other opinion

(ii) Sexual harassment

(iii) Less favourable treatment of someone because they submit to or reject sexual harassment or harassment related to sex

Harassment can take many forms. It can be directed at an individual or group. It is the effect that it has on an individual that is important, not the intention of the harasser.

Harassment is unwanted behaviour or conduct, that might be persistent or an isolated incident, relating to a protected characteristic that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for the person.

Examples of harassment might include:

- Unwelcome remarks, such as jokes, innuendo, teasing and verbal abuse of terms of endearment which are uninvited and found to be offensive
- Sexual demands made by a member of their own or the opposite sex
- Conduct of the sexual nature which creates an intimidating, hostile or humiliating college environment
- Racist and/or sexist comments or jokes
- Ignoring someone
- Intrusive questioning about ethnic origin
- Suggestive remarks about appearance or dress
- Embarrassing or insensitive comments
- Unwanted physical contact, pestering, propositioning, spying, etc.
- The display, storage or circulation of offensive material, pornography or graffiti
- Unfair allocation of work

Whatever form the harassment takes it is welcome, demeaning and unacceptable.

5.4. Effects of Bullying and Harassment

Bullying or harassment can make the recipient feel upset, threatened, humiliated and vulnerable. The effect on a person can include loss of self-esteem, defensiveness, hopelessness, illness, isolation, increased use of drugs or alcohol, strong negative feelings and stress.

The result may be in the formation of cliques, an atmosphere of fear that becomes the norm, increased absenteeism, and the creation of a culture in which bullying and harassing behaviour becomes accepted and increases.

5.5. Dealing with Bullying and Harassment

If a student feels that they or others are being bullied, harassed or discriminated against in college or whilst taking part in college activities, they should talk to their Progress Tutor, teacher or any other member of staff.

If the student feels that their safety is at risk, they should immediately report this to Student Services who will contact the on duty safeguarding officer.

The member of staff dealing with the incident will ensure that any concerns are dealt with in confidence and acted upon with sensitivity.

All complaints about bullying and harassment should be taken seriously and treated sensitively. It is important to discuss possible or desirable strategies with the victim in the first instance and proceed as appropriate.

The member of staff to whom the incident is reported to or who has first discovered the incident, must take time to make the situation safe if necessary, i.e. control of the bully, support for the victim. They should seek assistance from another member of staff if required.

A full account of the incident must be written down in a statement, preferably on the same day the incident has been reported. A statement may be taken by an Progress Tutor, Progress Tutor Lead, Wellbeing Team, Pastoral and Safeguarding Manager, Assistant Principal or Deputy Principal.

The member of staff who took the statement will assess statements taken and decide what action should be taken. This may include a full investigation of the incident and parents/guardians may be informed if deemed appropriate.

During an investigation, behaviour interventions may be invoked – see section 6.

6. Behaviour Interventions

- 6.1. If a student's behaviour becomes poor in a subject lesson, then the responsibility lies with the subject Teacher and Area Lead to place the student on a behaviour intervention. Included within this behaviour expectation is that students must return to lesson from their break time – if they do not return or are late, it is the responsibility of the teacher to address this and put an appropriate sanction in place.
- 6.2. If a student's behaviour becomes poor outside of subject lessons, then the responsibility lies with the Progress Tutor to place the student on a behaviour intervention.
- 6.3. All social media activity by students, whether posted in college or outside of college, may be considered by the college as evidence of student conduct or behaviour.
- 6.4. Offences committed outside of college will also be included as evidence of student behaviour or conduct.
- 6.5. The categorisations of misconduct below are intended to be illustrative and are designed to set a framework within which designated staff can make a judgement as to the severity of a disciplinary issue. It should be acknowledged that all situations are unique and that a range of circumstances should be taken into consideration before making a final judgement. For a visual structure see Appendix 1.

6.5.1. Minor Misconduct

In instances of minor misconduct the staff member who witnesses the misconduct gives student a verbal warning regarding their inappropriate behaviour.

Staff member to update students' pastoral log on CEDAR using the 'Concern: Behaviour' thread type logging what they have done to deal with the misconduct.

6.5.2. Repeated Misconduct

In instances of repeated misconduct the staff member who witnesses the misconduct to log on CEDAR their concerns under 'Concern: Behaviour' requesting that the students' Progress Tutor picks up the concern.

Progress Tutor to meet with the student to discuss concerns regarding behaviour, set clear expectations for student to improve and contact the students' parent/guardian to make them aware.

6.5.3. Serious or Persistent Misconduct

In instances of serious or persistent misconduct the staff member who witnesses the misconduct to log on CEDAR their concerns under 'Concern: Behaviour' requesting that the students' Progress Tutor picks up the concern.

Progress Tutor to meet with the student and place on a behaviour contract and set targets for behavior to improve.

Progress Tutor to contact parent/guardian, update pastoral log and review within agreed timescale.

If after behaviour contract is in place further incidents of serious or persistent misconduct occur then then behaviour contract will be reinstated and further targets set.

Progress Tutor to contact parent/guardian, update pastoral log and review within agreed timescale.

If after behaviour contract has been reinstated further incidents of serious or persistent misconduct occur then the students parent/guardian will be invited into college for a meeting to discuss further with the students' Progress Tutor and Progress Tutor Lead.

Progress Tutor to update pastoral log and review within agreed timescale.

6.5.4. Gross Misconduct

In instances of gross misconduct the staff member who witnesses the misconduct to log on CEDAR their concerns under 'Concern: Behaviour' requesting that the students' Progress Tutor picks up the concern.

In some cases it may be appropriate, due to the nature of the concern, to log the concern confidentially (see Safeguarding Policy for instructions of how to do this), e.g. sexting, bullying, possession of an offensive weapon.

Once notified, the students' Progress Tutor should make the Assistant Principal aware of gross misconduct.

It is usual for students involved in gross misconduct to be suspended from college to allow for an investigation to be completed. This is not a disciplinary action, and the purpose of this is to create a 'cooling off period' to allow for staff to complete their investigation.

A suspension may be instigated by the Assistant Principal acting in the course of their daily duties (for example, they may have witness the incident of misconduct) and must not be seen as a pre-judgement of any future disciplinary action or appeal.

Where a suspension is appropriate, this must be confirmed in writing and handing directly to the student at the suspension meeting or, if the student is not in attendance, posted to the student's home address. The letter should include the date and time of the review meeting.

The student will be required to hand in their lanyard before leaving the college premises and advised that they are not permitted on college premises prior to the review meeting.

The suspending Assistant Principal must contact the students' parents/guardians, where appropriate and where there are no safeguarding concerns, to alert them to the suspension. The parents/guardians, in the first instance, should be contacted by telephone before the student leaves college. They should also be sent a copy of the letter given to the student in the post.

Where the student is under 18 years of age or a vulnerable adult, arrangements must be made to take the student home. This is normally arranging during the telephone call to parents/guardians. Where a parent/guardian is unable to collect the student, a taxi home can be arranged through Student Services.

Failure by the student to observe the requirements of the suspension shall be treated as misconduct.

In instances where gross misconduct by a student has occurred outside the scope of above for example, the incident occurred:

- outside of college hours/college term time (excluding college activities/trips)
- beyond the vicinity of the college
- on social media

At the point of suspension the Assistant Principal must instruct Either the Safeguarding & Pastoral Manager or the Progress Tutor Lead to initiate an investigation and act as the Investigating Officer*

The investigation will look into whether:

- the alleged incident involves any other students or members of staff, e.g. as the alleged victim
- the student (alleged perpetrator) poses or potentially poses an increased risk to the safety of members within the college community
- there is an increased risk, or potentially increased risk to the safety of the student (alleged perpetrator) from members of the college community
- the student (alleged perpetrator) brings the reputation of the college into disrepute
- the student (alleged perpetrator) is subject to a police investigation and poses or potentially poses an increased risk to the safety of members within the college community

An investigation should take place in as short a timescale as is possible and should not exceed 3 working days

Details of these enquiries and all further actions must be recorded confidentially on the students' pastoral log on CEDAR (see safeguarding policy for guidance).

Written copies of all conversations held as part of the investigation should be kept by the IO along with any supporting evidence. The IO will be required to write a summary report and hand over to the AP who will make a decision as to whether the suspension should be removed or if a move to an exclusion is warranted

*Where neither is available, the Executive Assistant to the Principal and Deputy Principal will be appointed as the IO

Where the alleged offence is subject to a police investigation the Deputy Principal or Assistant Principal has the authority to impose an involuntary leave of absence without prejudice, until the investigation is complete and the outcome known. An involuntary leave of absence does not prejudge the outcome of the investigation and should only be considered where there is an increased risk or potentially an increased risk to the student (alleged perpetrator) or to members within the college community, or to the college itself.

In the event of an involuntary leave of absence being applied, the DP/AP should confirm this in writing to the student and where appropriate, to the student's parents/guardians. The letter must include the terms of the involuntary leave of absence, i.e. that the student is not allowed on college premises until the outcome of the police investigation is known or there is a change in the level of risk, potential level of risk to the student or to members within the college community or to the college itself. Arrangements must also be made to allow the student to complete coursework at home, e.g. access to college systems, email.

If the student fails to adhere to the terms of the involuntary leave of absence this will be treated as misconduct.

If the result of the police investigation concludes that there is no/no sufficient evidence that an offence has been committed, the DP/AP must convene a review meeting with the student and where appropriate their parents/guardians to consider the student's return to college and any support required to enable the student to reintegrate back into college life.

If the result of the police investigation concludes that an offence was committed the DP/AP must convene a review meeting with the student and where appropriate their parents/guardians to review the outcome and:

- sanctions to be imposed by the college resulting from the investigation
- support interventions required to enable the student to reintegrate back into college life

Where the alleged offence is not subject to a police investigation the DP/AP will follow the actions outlined in a return to college meeting.

6.5.5. Return to College Meeting

A return to college meeting will be convened by the AP. The student and their chosen representative (normally their parent/guardian or Progress Tutor) will be invited to attend.

At the meeting the student will have the opportunity to add any further evidence or reflections before a decision is made as to whether or not to apply a sanction proportionate to the level of the student's misconduct and the circumstances under which it has occurred, which could be one of the following:

- Behaviour contract
- Supervised study
- Exclusion from college as the student's actions places the welfare of others at significant risk
- Exclusion from college as the student is already on a behaviour contract following a suspension and an exclusion is being considered as the student is not meeting the terms of their contract

6.5.6. Exclusion

A student is liable to exclusion if the student has:

- Previously been suspended and allowed to return on a behaviour contract, but has then failed to adhere to their behaviour contract (NB – an informal meeting between the AP and the student should be offered in the first instance)
- Been found to have committed a gross act of misconduct and their actions places the wellbeing of other students or staff or the college at significant risk

6.6. Where an exclusion is appropriate the AP must confirm in writing to the student that an exclusion has been imposed and their appeal rights (if this is the first exclusion. A copy of this letter must also be sent to the student's parent/guardian (see appendix 5).

6.7. The decision to exclude a student must be logged on CEDAR and, where appropriate, the end date of the right of appeal. The student's teachers, Progress Tutor, Progress Tutor Lead, Pastoral and Safeguarding Manager, Estates, Student Services and Principal's EA must be copied into the log.

7. Appeals

- 7.1. Where a student has been excluded they have seven calendar days from the date of the exclusion letter is issued in which to appeal the decision.
- 7.2. If no appeal is received the student will be withdrawn from college.
- 7.3. If an appeal is received, the appeal hearing should take place within five college days. The appeal must be heard by a manager senior to the manager that excluded the student. This is normally the DP or AP.
- 7.4. For reasons of expediency, the DP or AP may have been involved in the decision making process leading to a suspension or may have had cause to speak to the student at an earlier stage. In this eventuality, the DP or AP must maintain an appropriate level of independence ahead of any appeal.
- 7.5. A copy of the investigation summary report and all supporting evidence must be made available to the DP or AP that hears the appeal.
- 7.6. There are two possible outcomes of an appeal:
 - 7.6.1. The appeal is upheld, in which case the student will be allowed to return to college on a strict behaviour contract.
 - 7.6.2. The exclusion stands, in which case the student will be withdrawn from college with no further right of appeal.
- 7.7. If the appeal is upheld, the decision must be logged on CEDAR and the student's teachers, Progress Tutor, Progress Tutor Lead, Pastoral and Safeguarding Manager, Estates, Student Services and Principal's EA must be copied into the log. A letter must also be sent out to confirm the decision.
- 7.8. If the appeal is not upheld, the student is permanently excluded from college and a leavers form must be completed. The decision must be logged on CEDAR and the student's teachers, Progress Tutor, Progress Tutor Lead, Pastoral and Safeguarding Manager, Estates, Student Services and Principal's EA must be copied into the log. A letter must also be sent out to confirm the decision.
- 7.9. The DP/AP hearing the appeal is required to act fairly and in accordance with the principles of natural justice and not to permanently exclude a student other than in grave circumstances.

8. Complaints Procedure

- 8.1. If a student feels that due process has not been followed or that they have been treated unfairly they can log a complaint with the Director of Governance.

Policy Owner:	Nathan Daniel	Next Review Date:	January 2025
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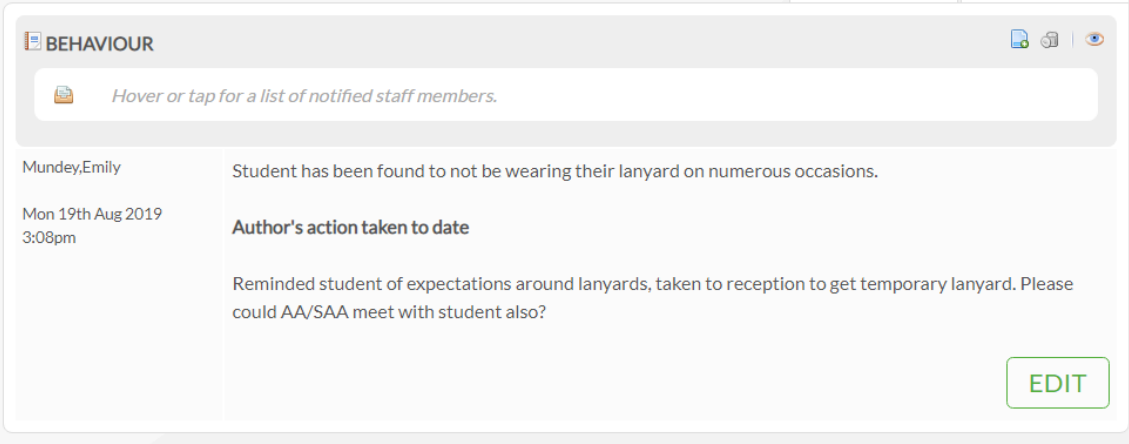
Appendix 1: Examples of Misconduct

Minor Misconduct	Repeated Misconduct	Serious or Persistent Misconduct	Gross Misconduct
Noisy/low level misbehaviour	All examples of minor misconduct, where a student has not responded appropriately, after earlier requests to do so	Failure to observe health and safety regulations	Assault on or abuse towards students or staff (including sexual, racial, verbal)
Using mobile devices inappropriately		Bringing a non-student on to college site	Theft or fraud
Failure to wear ID lanyard		Disruptive behaviour	Committing any criminal offence whilst involved in a college activity
Queue jumping in food outlets		Damage to college property	Serious damage or misuse of college property
Littering		Bullying.	Seriously disruptive behaviour
Taking food/drink into prohibited areas		Smoking on college premises	Dangerous behaviour, including the possession of offensive weapons
		Persistent failure to wear ID lanyard	Accessing or making available to others pornographic or other offensive material
		Inappropriate use of social media	Accessing or making available to others materials of an extremist nature
			Compromising college security
			Possessing, or being under the influence of drugs or alcohol
			Serious misuse of, or interference with, electronic systems or data
			Sexting (sending, receiving and/or sharing of sexually explicit messages, photos or images). <i>It is illegal and a serious criminal offence to take, hold or share "indecent" photos/images of anyone under the age of 18.</i>

Appendix 2: Logging a Behaviour Concern on CEDAR

To log a behaviour concern for a student on CEDAR follow these steps;

1. Select 'New Thread' on the student's pastoral log.
2. Select the 'Thread Type' as 'Concern: Behaviour'.
3. Leave the 'Contact Type' blank.
4. Select the 'Subject' for which attendance is a concern.
5. Ensure that 'Visible to Student' is left ticked – all pastoral logs should be visible to students to enable transparency.
6. Ensure that all relevant staff members are included in the 'Notify' section – you can select additional members of staff by using the 'Search'.
7. In the 'Comment' include details of your concern, including any work the student is behind in or particular topics they have missed.
8. In the 'Author's action taken to date' box include details of actions taken to improve the student's behaviour, e.g. rang student/parent
9. You will then need to 'Submit Form' and your concern will appear on the student's pastoral log, see below;



The screenshot shows a web interface for logging a behaviour concern. At the top, there is a header bar with the word 'BEHAVIOUR' and some icons. Below this is a search bar with the text 'Hover or tap for a list of notified staff members.' The main content area is divided into two columns. The left column contains the name 'Munday, Emily' and the date and time 'Mon 19th Aug 2019 3:08pm'. The right column contains the text 'Student has been found to not be wearing their lanyard on numerous occasions.' Below this text is a section titled 'Author's action taken to date' which contains the text 'Reminded student of expectations around lanyards, taken to reception to get temporary lanyard. Please could AA/SAA meet with student also?'. At the bottom right of the form is a green button labeled 'EDIT'.

Author	Comment
Munday, Emily	Student has been found to not be wearing their lanyard on numerous occasions.
Mon 19th Aug 2019 3:08pm	Author's action taken to date Reminded student of expectations around lanyards, taken to reception to get temporary lanyard. Please could AA/SAA meet with student also?

[EDIT](#)

Appendix 3: Logging a Behaviour Contract on CEDAR

To record a behaviour contract for a student on CEDAR follow these steps;

1. Select 'New Contract' on the student's pastoral log.
2. Select the 'Type' for which level of the behaviour policy you are logging the contract for.
3. Select the 'Contract Classification' as 'Behaviour Contract'.
4. Ensure that all relevant staff members are included in the 'Notify' section – you can select additional members of staff by using the 'Search'.
5. Enter the 'Start Date' of the contract and 'End Date' which will be the date the contract needs to be reviewed by.
6. Leave 'Outcome' blank.
7. In the 'Summary' box enter details of the meeting, what was discussed and the student's targets ensuring they are SMART.
8. You will then need to 'Submit Form' and your contract will appear on the student's pastoral log, see below;

 **CONTRACT - LEVEL 1**



Managed by	Created By	Start	End
Emily Munday	Emily Munday	19-Aug-2019	26-Aug-2019

- Ensure ID lanyard is worn at all times whilst on college site.
- Adhere to college's health and safety regulations at all times.
- Respect and adhere to requests from members of staff to wear lanyard at all times.

Contract classification(s):
Behaviour

Appendix 4: Suspension Letter

Dear

Re: Suspension

[You/Student Name] has been suspended from College due to an incident in college today / on (date / breaking the terms of their Behaviour Contract (amend as necessary).

I would like to meet with you and [student name/your parent/guardian] to discuss the matter on the following date/time.

Yours sincerely

[INSERT NAME]
Assistant Principal

Appendix 5: Exclusion Letter

Dear

Re: Exclusion

[Student Name/You] has been excluded from College this afternoon due to breaking the terms of his/her Behaviour Contract.

I should like to inform you that there is a right of appeal to this decision. If you wish to exercise this right of appeal please forward, in writing, your grounds for appeal against this decision by (enter date - 7 calendar days from date on letter) to Katy Adkin, EA to the Principal, John Leggott College, West Common Lane, Scunthorpe, North Lincolnshire, DN17 1DS. Alternatively you can submit this by email to katyadkin@leggott.ac.uk

Upon receipt of any appeal the college shall arrange a hearing within five working days and you will be duly invited.

Yours sincerely

[INSERT NAME]
Assistant Principal